

# **WAYNE COUNTY SCHOOLS**

## **EVALUATION PLANS**

REVISED JUNE 2001

## ASSURANCES

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The local district hereby assures the Commissioner of Education that:

This evaluation plan was developed by a committee appointed by the Superintendent and composed of an equal number of teachers and administrators.

All certified personnel will annually be oriented to the evaluation process and criteria for evaluation. The immediate supervisor of each certified employee will be the primary evaluator.

Each evaluator will be trained in appropriate evaluation techniques and the use of local instruments and procedures.

All administrators and non-tenured teachers will be evaluated annually.

The superintendent will be evaluated annually. Provisions will be made for the superintendent's professional growth as identified in KRS156.111 and 704 KAR3:406.

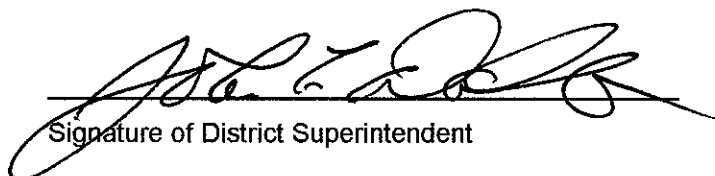
All monitoring and observation will be with the full knowledge of the teacher/administrator and will include both formative and summative procedures as described in this document.

Each person evaluated will have both formative and summative conferences with the evaluator regarding his/her performance.

An individual professional growth plan shall be established for all certified employees. This plan shall comply with all requirements of 704 KAR 3:345.

Each person evaluated will be provided the opportunity for a review of his/her summative evaluation by the Local District Evaluation Appeals Panel composed of two elected and one appointed persons from the certified staff.

The local board of education approved this evaluation plan as recorded in the minutes of the meeting held on May 21, 2001.

  
Signature of District Superintendent

5/21/2001  
Date

  
Signature of Chairperson, Board of Education

5/21/2001  
Date

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**Wayne County Schools  
Evaluation Committee  
2000-01**

- |                              |                       |
|------------------------------|-----------------------|
| 1. Sandra Samuel, Teacher    | Walker Elementary     |
| 2. Linda Roberts, Teacher    | Bell Elementary       |
| 3. Claudia Jones, Teacher    | Turner Intermediate   |
| 4. Susan Beckley, Teacher    | Lloyd Middle          |
| 5. Janie White, Teacher      | Wayne Co. High School |
| 6. Vicki Lewis, Teacher      | Early Childhood       |
| 7. Winona Griggs, Principal  | Walker Elementary     |
| 8. Donna Rice, Principal     | Bell Elementary       |
| 9. Allen Clark, Principal    | Turner Intermediate   |
| 10. Obie Bates, Principal    | Lloyd Middle          |
| 11. Peggy Shearer, Principal | Wayne Co. High School |
| 12. Carolyn Davis, Principal | Early Childhood       |

Contract person for Wayne County Schools Evaluation Committee:

Frank L. Jones, DPP & Instructional Supervisor  
Wayne County Board of Education  
534 Albany Road  
Monticello, KY 42633

(606) 348-8484  
(606) 348-0734 fax

## **PHILOSOPHY**

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Based on the premise that improvement of instruction is necessary, the Wayne County Evaluation Committee has developed a plan of evaluation which is a constructive, cooperative, and continuous process for teachers and administrators, in regard to the improvement of the total educational process. Emphasis is on a positive approach with administrators, teachers, and school board members sharing cooperatively in the process.

## **OBJECTIVES**

1. To assist the individual in developing and implementing a program of improvement in identified areas.
2. To promote continuing professional development.
3. To evaluate instruction in the Wayne County School System in a nondiscriminatory manner.
4. To maintain an evaluation system which promotes excellence and accountability to the citizens of the community.
5. To assist in the determination of promotion or other personnel decisions which are made by the superintendent and other Wayne County School System administrators.

**WAYNE COUNTY EVALUATION PLAN ASSURANCES**

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Evaluation shall include but not be limited to the following:

1. The immediate supervisor of the certified school employee shall be designated the primary evaluator. Additional trained administrative personnel may be used to observe and provide information to the primary evaluator. (if requested by the teacher, observations by another teacher trained in the teacher's content area or by curriculum content specialists shall be provided. The selection of the third-party observer shall, if possible, be determined through mutual agreement by evaluator and evaluatee. A teacher who exercises this option shall do so, in writing to the evaluator, by no later than February 15 of the academic year in which the summative evaluation occurs. If the evaluator and evaluatee have not agreed upon the selection of the third-party observer within five (5) working days of the teacher's written request, the evaluator shall select the third-party observer.)
2. All monitoring or observations shall be conducted openly and with the full knowledge of the teacher or administrator being evaluated.
3. The evaluation system includes a plan whereby the person being evaluated is given assistance for becoming more proficient as a teacher or administrator.
4. Evaluations shall include a minimum of three (3) conferences between the primary evaluator and the person being evaluated.
5. Evaluation with multiple observations shall occur annually for each non-tenured certified employee.
6. One observation shall be scheduled with a pre-conference and a post-conference.
7. A minimum of one observation shall be conducted unannounced with a post-observation conference.
8. Additional observations shall be conducted with certified employees at the immediate supervisor's discretion.
9. All pre-conferences, post-conferences, observations, improvement plans, formative and summative evaluation documentation shall be in writing on an approved instrument or form and may be supplemented with other data collection methods.
10. All observations shall include documentation of information to be used in determining the performance of the person being evaluated.
11. The evaluation shall provide personnel an opportunity for a written response by the certified employee evaluated.
12. A copy of the evaluation shall be provided to the person evaluated.

## **WAYNE COUNTY EVALUATION PLAN ASSURANCES**

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Evaluation shall include but not be limited to the following:

1. The immediate supervisor of the certified employee shall be designated as the primary evaluator. Other administrative personnel may be used in addition to the primary evaluator. At the request of a teacher, observations by other teachers trained in the teachers content area or curriculum content specialist may be incorporated into the formative process for evaluating teachers.
2. All monitoring or observations shall be conducted openly and with the full knowledge of the teacher or administrator being evaluated.
3. The evaluation system includes a plan whereby the person being evaluated is given assistance for becoming more proficient as a teacher or administrator.
4. Evaluations shall include a minimum of three (3) conferences between the primary evaluator and the person being evaluated.
5. Evaluation with multiple observations shall occur annually for each non-tenured certified employee.
6. One observation shall be scheduled with a pre-conference and a post-conference.
7. A minimum of one observation shall be conducted unannounced with a post-observation conference.
8. Additional observations shall be conducted with certified employees at the immediate supervisor's discretion.
9. All pre-conferences, post-conferences, observations, improvement plans, formative and summative evaluation documentation shall be in writing on an approved instrument or form and may be supplemented with other data collection methods.
10. All observations shall include documentation of information to be used in determining the performance of the person being evaluated.
11. The evaluation shall provide personnel an opportunity for a written response by the certified employee evaluated.
12. A copy of the evaluation shall be provided to the person evaluated.

## DEFINITIONS

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1. "Teacher" means any certified staff person who directly instructs students.
2. "Administrator" means any certified staff person other than teacher or librarian.
3. "Other support staff" means any certified staff other than teacher or administrator.
4. "Evaluation" means the process of assessing or determining the effectiveness of the performance of the certified employee in a given teaching and learning or leadership and management situation, based on predetermined criteria, through observation and other means of gathering establishment and monitoring of a professional growth plan.
5. "Formative evaluation" means a continuous cycle of collecting evaluation information and interacting or providing feedback and suggestions regarding the certified employee's teaching or administrative performance.
6. "Summative evaluation" means the summary of, and conclusions from, all evaluation data, including but not limited to the formative evaluation data. The summative evaluation occurs at the end of an evaluation cycle. Summative evaluation includes a conference involving the evaluator and the evaluated certified employee, and a written evaluation report.
7. "Observation" means a process of gathering information based on predetermined criteria in the district plan.
8. "Conference" means a meeting involving the evaluator and the certified employee evaluated for the purpose of providing feedback from the evaluator, analyzing the results of observation(s) and other information to determine accomplishments and areas of growth leading to establishment or revision of a professional growth plan.
9. "Performance Criteria" means performance areas, skills, or outcomes on which the certified employee shall be evaluated based on the district plan.
10. "Indicators" means measurable behavior outcomes which demonstrate performance criteria.
11. "Standards of performance" means acceptable qualitative or quantitative level of performance expected of effective teachers or administrators.
12. "Position" means term used to signify a professional role in the school district (e.g., teacher, secondary principal, supervisor of instruction).
13. "Job category" means term used to signify a group or class of positions with closely related functions (e.g., principal, coordinator, director).
14. "Professional growth plan" means a plan whereby the evaluatee is given assistance for becoming more proficient as a teacher or administrator. The individualized plan includes objectives, a plan for achieving the objectives and method for evaluating success. The individualized professional growth plan shall be aligned with specific goals and objectives of the school improvement and professional development plans.
15. "Corrective action plan" means a plan where by the evaluator (with discussion and assistance from the evaluatee) identifies corrective action goals and objectives, procedures and activities designed to achieve the goals, and targeted dates for appraising the evaluatee's improvement in any area identified by the evaluator as being unsatisfactory.
16. "Data" means any information collected in the formative process.

## **PROCEDURE FOR EVALUATION OF TEACHERS**

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### **A. Overview**

The immediate supervisor (principal, head teacher) is primarily responsible for evaluating teachers; however, trained assistant principals, central office staff, and/or other principals where the teacher serves, may assist in the evaluation process. Teaching/learning stations will be visited periodically by the immediate supervisor and by other supervisors so that they may become better acquainted with each member of the faculty, to observe good practices which may be shared with other teachers, and to develop an atmosphere of mutual interest in the learning process. Properly used, supervision promotes the exchange of ideas and allows for suggestions to enhance strengths and to overcome weaknesses. The supervising personnel should be considered as a resource person who may be called upon for assistance, or to share ideas which have proven to be successful in other teaching situations.

### **B. Professional Growth Plan**

The evaluation system includes a professional growth improvement plan which is an integral part of the formative and summative process which is to be established by the evaluator and the employee. This Professional Growth Plan shall be aligned with the specific goals and objectives of the individual school improvement and professional development plans. These plans should be used as reference materials in the formative stage of the evaluation process. (This document shall be reviewed annually and documentation of this review shall be filed in the Central Office personnel record each year).

### **C. Conducting The Teacher Evaluation**

An evaluation system should combine teacher appraisal with on going staff development and teacher improvement. Utilizing a combination of data collection/observations along with the formative process involving assessment, conferences, administrative assistance and improvement strategy. A meaningful summative activity should produce improved performance and positive results from the total process.

The classroom observation is designed to strengthen the instructional program. A minimum of two (2) observations are required for all non-tenured teachers per year. A minimum of two (2) observations are required for tenured teachers during the three year evaluation cycle. It should also be noted that multiple observations may be required by the immediate supervisor. The pre-observation form is a part of the evaluation process and may be used for all observations but must be used with a minimum of one scheduled observation.

After the pre-conference is held, the formative process will continue throughout the evaluation cycle. The collection of data may involve different methods and/or procedures, but must include observation(s) using the Formative Data Form.

The formative data form contains nine (9) areas in which the teacher will receive an evaluation. These areas are: (1) Implements Curriculum/Plans Instruction (2) Organizes Learning Environment/Climate, (3) Presents Instructions/Guides Learning, (4) Assesses Learning/Instruction, (5) Manages Student Behavior, (6) Communicates Effectively, (7) Exhibits Professionalism, and (8) Meets Job Expectations/Descriptions, (9) Technology

After the observation, the observer/immediate supervisor should hold a post-conference with the person observed within one week. At the post-conference, the evaluator should discuss the results of the teacher's performance during the observation along with any other performance criteria which would enhance better instruction. During the conference the Formative Data Form will be reviewed completely and signed. If necessary an individual corrective action plan should be completed stating the areas of concern, procedures for improvement, assistance procedures provided by administrator(s), and the time frame for the completion of the assistance plan. The final completion of this document should occur at the end of the prescribed time period and should state the correction or lack of correction in regard to the areas of concern.

The immediate supervisor will provide guidance and assist in obtaining materials and resources to aid the teacher in achieving the goals of the Corrective Action Plan.

At the end of the evaluation cycle, the Summative Evaluation for Teachers will be completed and forwarded to the superintendent, along with the evaluatee's Professional Growth Plan to become part of official personnel file.

Any employee disagreeing with an evaluation may have attached to the Summative Evaluation for Teachers a written statement expressing disagreement.

It should also be noted that the evaluator and the evaluatee should both sign the document. The signature of the evaluatee is only an acknowledgment that evaluation has occurred based upon the Wayne County Evaluation Plan.

## EVALUATION TIMELINE

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| <u>Activity</u>  | <u>Suggested Completion Date</u>                                 |
|--|--|
| All primary evaluators to be trained.  | August 15  |
| All certified teachers & administrators to be evaluated will have process explained to them.   | First Week of School<br>(or within 1 month of reporting to work) |
| Principal notifies teacher who is to be evaluated.   | September 15   |
| Immediate supervisor holds pre-conference with person being evaluated. (Immediate supervisor and employee will discuss the process and identify needs and goals. Teacher or administrator will have an opportunity to establish special areas of concern). |  |
| Immediate supervisor conducts the appropriate number of observations. (Teacher and immediate supervisor may utilize any data which is an integral part of the evaluation process).   | April 1  |
| Immediate supervisor conducts post-conference and completes evaluation summary for non-tenured teachers, as well as any tenured teachers whose performance may be unsatisfactory.  | April 1  |
| Immediate supervisor conducts post-conference and completes evaluation summary for tenured teachers.   | Last School Day  |
| Summative Evaluation presented to superintendent.  | June 30  |
| Summative Evaluation for administrators presented to the superintendent.   | July 15  |

## APPEALS PANEL HEARING PROCEDURES

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The purpose of the Appeals Panel Hearing is to review the summative evaluation of the employee. Confidentiality and fairness shall be the primary concerns of the panel. Any certified employee who believes that he or she was not fairly evaluated on the summative evaluation may appeal to the panel within five (5) working days of the receipt of the summative evaluation.

Five (5) days prior to a preliminary hearing all documentation will be provided to all parties and the panel. The chairperson of the panel shall be the person appointed to the committee by the Board of Education. Four (4) copies of all documentation to be considered in the appeal shall be available to the committee at this time. The chairperson shall convene the hearing and explain procedures for the process. The evaluatee and evaluator may be represented by legal counsel or their chosen representative. The Board of Education shall provide for legal counsel to the panel if requested. The evaluatee has the right to determine whether the hearing is open or closed. A closed hearing will include the panel, evaluatee, evaluator and their chosen representatives. Witnesses may be called by either party, but will not be allowed to observe the hearing process other than during their testimony. After the evaluatee and evaluator leave, the appeals committee shall remain and review all documents and formulate questions for the hearing.

Within three (3) working days a hearing will convene to allow the evaluatee and evaluator to present statements, documentation, witnesses and any other information pertinent to the appeal. Again, the chairperson will convene the hearing and establish procedures. The evaluatee shall present his/her opening statement followed by the evaluator's opening statement. Each party will then be allowed to present his/her documentation including witnesses pertinent to the summative evaluation. Both substance and procedural issues shall be considered by the panel. An opportunity for questioning each party shall be provided. The panel will have the right to question both the evaluatee and evaluator. The evaluatee and evaluator will then be permitted to leave and the panel will consider all information provided them. A decision regarding their findings shall be presented to the superintendent within fifteen (15) working days of the filing of the appeal.

The panel's recommendation must include one of the following:

- a. a new evaluation by a second certified evaluator
- b. uphold the original evaluation
- c. remove the summative or any part of the summative from the personnel file

The chairperson of the panel shall present the decision to the Superintendent for action within three (3) working days of the panel's decision.

Any evaluatee who feels that the procedural issues were violated may appeal the decision to the Kentucky Board of Education.

**KENTUCKY STATE BOARD FOR ELEMENTARY  
AND SECONDARY EDUCATION  
APPEALS PROCESS**

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Any certified employee who feels that the local district is not implementing the evaluation plan according to the way it was approved by the State Board for Elementary and Secondary Education shall have the opportunity to appeal to the State Board for Elementary and Secondary Education.

The appeal procedures shall be as follows:

- 1) The State Board for Elementary and Secondary Education shall appoint a committee of three board members to serve on the State Evaluation Appeals Panel. The panel shall have no jurisdiction relative to complaints involving the professional judgmental conclusions of evaluations and its jurisdiction shall be limited to procedural matters already addressed by the local appeals panel required by KRS 156.010 (10).
- 2) The certified employee shall submit a written request to the chief state school officer for a hearing before the State Evaluation Appeals Panel. A specific description of the complaint and grounds for appeal shall be submitted with the request.
- 3) The State Evaluation Appeals, or the Department of Education at its direction shall review the complaint and investigate to determine if a hearing should be granted.
- 4) If a hearing is granted, all involved parties shall have an opportunity to speak before the appeals panel.
- 5) Any briefs, written statements, and other documents which a party wants considered by the State Evaluation Appeals Plan shall be filed with the panel and served on the opposing party at least ten days prior to the scheduled hearing.
- 6) A decision of the appeals panel shall be rendered within fifteen (15) working days after a hearing.

## EVALUATION APPEALS HEARING REQUEST FORM

I \_\_\_\_\_ have been evaluated  
by \_\_\_\_\_ during this current school year evaluation cycle. My  
disagreement with the findings of the summative evaluation have been thoroughly discussed  
with my evaluator.

I respectfully request the \_\_\_\_\_ School District  
Evaluation Appeals Panel to hear my appeal.

My appeal challenges the summative findings on :

\_\_\_\_\_ substance

\_\_\_\_\_ procedure

\_\_\_\_\_ both substance and procedures

The date of the summative conference was \_\_\_\_\_

The date the evaluator was notified of intent to appeal was \_\_\_\_\_

Signature \_\_\_\_\_ Date \_\_\_\_\_

{This form shall be presented in person or by mail to any member of the District  
Evaluation Appeals Panel. The time (or exact number of working days after the  
completion of the summative conference ) is stipulated in the local district evaluation  
plan.}

## **ORIENTATION**

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The Wayne County Evaluation Plan will be explained to all certified personnel, including administrators, no later than the end of the first month of reporting for employment for each school year. This explanation will occur before the teachers actually begin work in the classroom. The primary evaluators will be responsible for this orientation.

## **EVALUATOR TRAINING**

All principals and three persons in the Wayne County Board of Education Central Office have been trained by the Kentucky Department of Education and others in the proper procedures for evaluation. These persons have continued to re-new their certifications by attending the required training sessions every two years.

Training in the use of the Wayne County Plan for Evaluation has and will be conducted as required for all certified employees.

Additionally, all immediate supervisors have been trained in the evaluation procedures for Intern Teachers.

## KENTUCKY EDUCATION REFORM ACT CORRECTION

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The impact of education reform (Kentucky Education Reform Act) must be strongly considered in the evaluation process. Reform necessitates that teaching be focused toward an integrated curriculum which is supportive of the Kentucky Education Reform Act. The six goals (Appendix A) and the academic expectations (Appendix B) which have been developed for public education along with the Kentucky revised Statutes must be taken into account by teachers and administrators involved in the on-going evaluation process.

Twelve standards, (Appendix C) have been added to the evaluation process which will aid in the development of teaching procedures focused on the six goals and academic expectations. These should be incorporated into conferences, formative documentation and summative documentation. These should be used as guidelines to better develop teacher performance.

### PROFESSIONAL GROWTH PLAN

The evaluation system includes a professional growth improvement plan which is an integral part of the formative and summative process which is to be established by the evaluator and the employee. This Professional Growth Plan shall be aligned with the specific goals and objectives of the individual school improvement and professional development plans. These plans should be used as reference materials in the formative stage of the evaluation process.

PRE-OBSERVATION INFORMATION SHEET

Page 1 of 3

(This form should be completed by the teacher prior to the observation).

Teacher \_\_\_\_\_ Date \_\_\_\_\_

Class \_\_\_\_\_

Date \_\_\_\_\_

Time \_\_\_\_\_

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1. My Professional Growth Plan Objectives are:

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2. Background – Where are you in the course? Is this review, reteaching, or new learning?

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3. Students – What are the students like? What are the levels of ability? Are there any student characteristics or behaviors the observer should be aware of?

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4. Objective(s) – What do you want the students to know or be able to do at the end of the lesson?

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5. Methods, Procedures, Student Activities – How will the learning be accomplished? What methods, procedures, and student activities will be observed?

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6. Evaluation – How do you intend to evaluate learning?

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7. Which learner outcomes are you teaching toward?

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8. Topical Data Gathering – Are there any specific teaching behaviors or techniques you would like to observe?

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9. How will technology be integrated into concepts being taught?

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### FORMATIVE DATA COLLECTION DOCUMENT

(Evaluator and evaluatee discuss and complete prior to developing the Teacher's Professional Growth Plan and Summative Evaluation Instrument. This document contains a collection of formative data obtained from multiple activities such as: observations, professional development activities, portfolio entries, products, units of study, teacher interviews, as well as any other area reflected in these standards.)

Evaluatee/Observee \_\_\_\_\_ Content Area \_\_\_\_\_ Grade \_\_\_\_\_

Evaluator/Observer \_\_\_\_\_ Position \_\_\_\_\_

Date of Classroom Observation \_\_\_\_\_ Observation Began \_\_\_\_\_ Observation Ended \_\_\_\_\_

Date of Conference (Analyses) \_\_\_\_\_ School \_\_\_\_\_

N/A = Not Applicable

N/O = Not Observed

| STANDARDS/PERFORMANCE CRITERIA   | YES | NO | N/A | N/O | EVIDENCE |
|--|-----|----|-----|-----|----------|
| <b>1. Implements Curriculum – Plans Instruction</b>  |     |    |     |     |          |
| 1.1 Identifies targeted academic expectations in lesson/unit.  |     |    |     |     |          |
| 1.2 Matches activities/learning experiences to academic expectations.  |     |    |     |     |          |
| 1.3 Selects a variety of appropriate materials/media/technologies for lesson presentation.   |     |    |     |     |          |
| 1.4 Includes student activities that address various student learning styles/intelligences (including auditory, visual, and kinesthetic).  |     |    |     |     |          |
| 1.5 Selects activities that are developmentally appropriate and academically challenging.  |     |    |     |     |          |
| 1.6 Includes a culminating activity (performance) that measures the identified academic expectations.  |     |    |     |     |          |
| 1.7 Plans activities to make effective use of class/instructional time available.  |     |    |     |     |          |
| 1.8 Incorporates performance-based assessments.  |     |    |     |     |          |
| 1.9 Identifies school and community resources.   |     |    |     |     |          |
| 1.10 Designs instructional units and student activities that integrate knowledge and skills from more than one discipline.   |     |    |     |     |          |
| 1.11 Involves students, when appropriate, in designing student activities.   |     |    |     |     |          |
| 1.12 Designs instructional activities and themes of interest to students.  |     |    |     |     |          |
| 1.13 Designs or uses projects, manipulatives, and simulations to provide "real life" experiences.  |     |    |     |     |          |
| 1.14 Collaborates with others (students, teachers, parents) to develop, design, deliver an aligned curriculum to meet the identified needs of students, school, district, and community. |     |    |     |     |          |
| 1.15 Formulates academically relevant and essential questions.   |     |    |     |     |          |

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|  |  |  |  |  |  |
| 1.16 Provides for learning experiences that parallel that which students are ready to learn to do.   |  |  |  |  |  |
| 1.17 Lesson plans are turned in as required.   |  |  |  |  |  |
| 1.18 Scheduled planning times are used for preparation of materials and activities and collaboration with other staff for instructional purposes.                  |  |  |  |  |  |
| <b>2: Organizes Learning Environment/Climate</b>   |  |  |  |  |  |
| 2.1 Arranges environment to accommodate individual, small group, and large group activities.   |  |  |  |  |  |
| 2.2 Alters physical arrangement to match planned activities/students' needs.   |  |  |  |  |  |
| 2.3 Maintains a safe/functional environment that minimizes barriers to learning.   |  |  |  |  |  |
| 2.4 Arranges instructional materials, media equipment, technologies, learning centers, which are easily accessible to students to maximize learning opportunities. |  |  |  |  |  |
| 2.5 Maintains positive student-teacher interactions.   |  |  |  |  |  |
| 2.6 Displays sensitivity when dealing with students and others.  |  |  |  |  |  |
| 2.7 Interacts positively with students, colleagues, parents, and community members.  |  |  |  |  |  |
| <b>3: Presents Instruction/Guides Learning</b>   |  |  |  |  |  |
| 3.1 Provides/communicates introduction/orientation (e.g. review, organizer, statements of fact, open-response questions, other.                                    |  |  |  |  |  |
| 3.2 Demonstrates high expectations for achievement by ALL students.  |  |  |  |  |  |
| 3.3 Communicates/displays specific learner expectations and desired results.   |  |  |  |  |  |
| 3.4 Connects student activities/lesson objectives to "real life" applications.   |  |  |  |  |  |
| 3.5 Includes appropriate uses of a variety of materials, media, and technologies without overuse of films, videos and worksheets.                                  |  |  |  |  |  |
| 3.6 Provides multiple perspectives and differing viewpoints when applicable.   |  |  |  |  |  |
| 3.7 Provides connections to student activities that are based upon prior learning, students' backgrounds and experiences, and future aspirations.                  |  |  |  |  |  |
| 3.8 Makes smooth, clear transitions between activities.  |  |  |  |  |  |
| 3.9 Provides time and activities for all students to apply knowledge and practice skills through concrete student experiences.                                     |  |  |  |  |  |
| 3.10 Uses appropriate questioning techniques to assist students in problem-solving, in developing critical thinking, and in formulating accurate response.         |  |  |  |  |  |

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|--|--|--|--|--|--|
|  |  |  |  |  |  |
| <b>4: Assesses Learning/Instruction</b>  |  |  |  |  |  |
| 4.1 Provides students immediate and specific feedback on a consistent basis.   |  |  |  |  |  |
| 4.2 Provides feedback that is meaningful and timely.   |  |  |  |  |  |
| 4.3 Incorporates comprehension checks of understanding by circulating throughout the room, asking questions, observing students, and guiding students' practices/activities.   |  |  |  |  |  |
| 4.4 Uses a variety of assessment techniques to evaluate student performances (open-response items, performance events, portfolio entries, standardized tests, group participation, parent/teacher conferences and teacher/student conferences, etc.) |  |  |  |  |  |
| 4.5 Analyzes assessment results to improve/revise instruction.   |  |  |  |  |  |
| 4.6 Provides individual and alternative methods of instruction for students not experiencing academic success.   |  |  |  |  |  |
| 4.7 Makes adjustments in assessment and instructional techniques for diversities (social, physical, cultural).   |  |  |  |  |  |
| 4.8 Provides opportunities for student analysis of unit/lesson activities (journal reflections, developing scoring guides, etc.).  |  |  |  |  |  |
|  |  |  |  |  |  |
| <b>5: Manages Student Behavior</b>   |  |  |  |  |  |
| 5.1 Establishes/maintains behavioral expectations (class rules) of students.   |  |  |  |  |  |
| 5.2 Monitors students' behaviors according to local school/district policies and procedures.   |  |  |  |  |  |
| 5.3 Reinforces acceptable student behaviors with genuine, specific praise.   |  |  |  |  |  |
| 5.4 Holds each student accountable for his/her own behavior.   |  |  |  |  |  |
| 5.5 Manages disruptive behavior constructively while maintaining instructional momentum.   |  |  |  |  |  |
| 5.6 Demonstrates fairness and consistency when managing disruptive behavior and enforces consequences.   |  |  |  |  |  |
| 5.7 Uses gestures, facial expressions, verbal cues, and proximity control to direct and redirect student behavior.   |  |  |  |  |  |
| 5.8 Teacher response to inappropriate behaviors minimize problems rather than intensify them.  |  |  |  |  |  |
|  |  |  |  |  |  |
| <b>6: Communicates Effectively</b>   |  |  |  |  |  |
| 6.1 Listens to others, showing an interest in and sensitivity to their ideas, answers, and opinions.   |  |  |  |  |  |

|   |  |  |  |  |
|---|--|--|--|--|
| 6.2 Speaks distinctly and clearly.  |  |  |  |  |
| 6.3 Adjusts volume and tone for emphasis.   |  |  |  |  |
| 6.4 Models correct grammar and pronunciations.  |  |  |  |  |
| 6.5 Provides clear instructions.  |  |  |  |  |
| 6.6 Shares student expectations, criteria for assessment, student progress with students and parents in meetings, conferences, written progress reports, etc.   |  |  |  |  |
| 6.7 Displays awareness of space and presence when interacting with others.  |  |  |  |  |
| 6.8 Maintains positive interactions with others (staff, parents, students, and community members).  |  |  |  |  |
| 6.9 Makes effective uses of non-verbal cues, expressions, gestures, etc.  |  |  |  |  |
| <b>7: Exhibits Professionalism</b>  |  |  |  |  |
| 7.1 Develops/reviews a professional growth plan congruent with school/district/KHERA goals and missions.  |  |  |  |  |
| 7.3 Participates in professional development activities <ul style="list-style-type: none"> <li>a. scheduled faculty meetings</li> <li>b. after school meetings for professional growth</li> <li>c. requested workshops or seminars</li> <li>d. team meetings or focus groups</li> </ul>   |  |  |  |  |
| 7.4 Shares instructional materials, information, ideas with colleagues.   |  |  |  |  |
| 7.5 Plans and teaches cooperatively with total staff.   |  |  |  |  |
| 7.6 Makes a significant contribution to the efforts of the total staff.   |  |  |  |  |
| 7.7 Strives to improve instruction on a consistent basis.   |  |  |  |  |
| 7.8 Maintains appropriate confidentiality regarding students' behaviors and performances.   |  |  |  |  |
| 7.9 Upholds and models Kentucky's School Personnel Code of Ethics.  |  |  |  |  |
| 7.10 Encourages professional growth of peers.   |  |  |  |  |
| 7.11 Personal hygiene, dress and grooming reflects a professional image.  |  |  |  |  |
| <b>8: Meets Job Expectations/Descriptions</b>   |  |  |  |  |
| 8.1 Follows proper channels to address issues and problems.   |  |  |  |  |
| 8.2 Meets assigned time frames as stipulated <ul style="list-style-type: none"> <li>a. arrives at school in the morning and leaves in the afternoon according to scheduled times.</li> <li>b. Promptly assumes supervisory duties throughout the school day.</li> <li>c. During assigned supervisory times – monitors, assists, and interacts with students by moving among groups or from student to student to establish proximity and visibility as a deterrent for inappropriate behavior and to help insure student safety.</li> </ul> |  |  |  |  |

|  |  |  |  |  |  |
|--|--|--|--|--|--|
| 8.3 Serves on various school/district committees.  |  |  |  |  |  |
| 8.4 Follows board policies, school policies, and SBDM policies and procedures.   |  |  |  |  |  |
| 8.5 Performs other (out-of-class) duties consistent with contract/job expectations.  |  |  |  |  |  |
| <b>9: Technology Implementation</b><br>The extent to which the teacher:  |  |  |  |  |  |
| 9.1 Operates multimedia computer, computer equipment and uses a variety of software.   |  |  |  |  |  |
| 9.2 Uses terminology related to computers and technology appropriately in written and verbal communication.  |  |  |  |  |  |
| 9.3 Demonstrates knowledge of the use of technology in business, industry and society.   |  |  |  |  |  |
| 9.4 Demonstrates basic knowledge of computer and computer related equipment and attends to simple connections and installations.   |  |  |  |  |  |
| 9.5 Creates multimedia presentations using scanners, digital cameras, and video cameras.   |  |  |  |  |  |
| 9.6 Uses the computer to do word processing, create databases and spreadsheets, access electronic mail and the Internet, make presentations, and use other emerging technologies to enhance professional productivity and support instruction. |  |  |  |  |  |
| 9.7 Uses computers and other technologies such as interactive instruction, audio/video conferencing, and other distance learning applications to enhance professional productivity and support instruction.                                    |  |  |  |  |  |
| 9.8 Requests and uses appropriate assistive and adaptive devices for students with special needs.  |  |  |  |  |  |
| 9.9 Designs lessons that use technology to address diverse student needs and learning styles.  |  |  |  |  |  |
| 9.10 Practices equitable and legal use of computers and technology in professional activities.   |  |  |  |  |  |
| 9.11 Facilitates the lifelong learning of self and others through the use of technology.   |  |  |  |  |  |
| 9.12 Explores, uses, and evaluates technology resources: software, applications, and related documentation.  |  |  |  |  |  |
| 9.13 Applies research-based instructional practices that use computers and other technology.   |  |  |  |  |  |
| 9.14 Uses computers and other technology for individual, small group and large group learning activities.  |  |  |  |  |  |
| 9.15 Uses technology to support multiple assessments of student learning.  |  |  |  |  |  |
| 9.16 Instructs and supervises students in the ethical and legal use of technology.   |  |  |  |  |  |

## Individual Professional Growth Plan

Teacher: \_\_\_\_\_ SSN: \_\_\_\_\_ - \_\_\_\_\_ - \_\_\_\_\_

Date: \_\_\_\_\_ School Year: \_\_\_\_\_ - \_\_\_\_\_ Work Site: \_\_\_\_\_

Date: \_\_\_\_\_ School Year: \_\_\_\_\_ - \_\_\_\_\_ Work Site: \_\_\_\_\_

Date: \_\_\_\_\_ School Year: \_\_\_\_\_ - \_\_\_\_\_ Work Site: \_\_\_\_\_

**Identified PG Areas****Present PG Stage**

|   |           |           |           |           |
|---|-----------|-----------|-----------|-----------|
| _____ Std. 1: Implements Curriculum-Plans Instruction | _____ O/A | _____ P/A | _____ I/M | _____ R/I |
| _____ Std. 2: Organizes Learning Environment/Climate  | _____ O/A | _____ P/A | _____ I/M | _____ R/I |
| _____ Std. 3: Presents Instruction/Guides Learning    | _____ O/A | _____ P/A | _____ I/M | _____ R/I |
| _____ Std. 4: Assesses Learning/Guides Learning       | _____ O/A | _____ P/A | _____ I/M | _____ R/I |
| _____ Std. 5: Manages Student Behavior                | _____ O/A | _____ P/A | _____ I/M | _____ R/I |
| _____ Std. 6: Communicates Effectively                | _____ O/A | _____ P/A | _____ I/M | _____ R/I |
| _____ Std. 7: Exhibits Professionalism                | _____ O/A | _____ P/A | _____ I/M | _____ R/I |
| _____ Std. 8: Meets Job Expectations/Descriptions     | _____ O/A | _____ P/A | _____ I/M | _____ R/I |
| _____ Std. 9: Implements Technology                   | _____ O/A | _____ P/A | _____ I/M | _____ R/I |

O/A = Orientation/Awareness, P/A = Preparation/Application,  
I/M = Implementation/Management, R/I = Refinement/Impact

Growth Objectives/Goals – (describe desired outcome)

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Procedures and Activities for Achieving Goals &amp; Objectives:

Target Date Completion:

|       |       |
|-------|-------|
| _____ | _____ |
| _____ | _____ |
| _____ | _____ |
| _____ | _____ |
| _____ | _____ |
| _____ | _____ |
| _____ | _____ |
| _____ | _____ |

## Individual Professional Growth Plan

Year #1

|                                  |      |   |      |
|----------------------------------|------|---|------|
| Individual Growth Plan Developed |      | Annual Review: Achieved Revised Continued |      |
| Employee's Signature             | Date | Employee's Signature                      | Date |
| Supervisor's Signature           | Date | Supervisor's Signature                    | Date |

Employee's Comments:

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Supervisor's Comments:

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This individual professional growth plan is aligned with the school improvement, transformation, and/or professional development plans of the school/district.

Year #2

|                                  |      |   |      |
|----------------------------------|------|---|------|
| Individual Growth Plan Developed |      | Annual Review: Achieved Revised Continued |      |
| Employee's Signature             | Date | Employee's Signature                      | Date |
| Supervisor's Signature           | Date | Supervisor's Signature                    | Date |

Employee's Comments:

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Supervisor's Comments:

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This individual professional growth plan is aligned with the school improvement, transformation, and/or professional development plans of the school/district.

Year #3

|                                  |               |   |               |
|----------------------------------|---------------|---|---------------|
| Individual Growth Plan Developed |               | Annual Review: Achieved Revised Continued |               |
| _____<br>Employee's Signature    | _____<br>Date | _____<br>Employee's Signature             | _____<br>Date |
| _____<br>Supervisor's Signature  | _____<br>Date | _____<br>Supervisor's Signature           | _____<br>Date |

Employee's Comments:

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Supervisor's Comments:

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This individual professional growth plan is aligned with the school improvement, transformation, and/or professional development plans of the school/district.

## Corrective Action Plan

The Individual Corrective Action Plan is developed when an evaluator notes an area of concern.

Teacher: \_\_\_\_\_

SSN: \_\_\_\_\_ - \_\_\_\_\_ - \_\_\_\_\_

Date: \_\_\_\_\_

Work Site: \_\_\_\_\_

### Identified Corrective Areas

Std. 1: Implements Curriculum/Plans Instruction  
 Std. 2: Organizes Learning Environment/Climate  
 Std. 3: Presents Instruction/Guides Learning  
 Std. 4: Assesses Learning/Instruction  
 Std. 5: Manages Student Behavior  
 Std. 6: Communicates Effectively  
 Std. 7: Exhibits Professionalism  
 Std. 8: Meets Job Expectations/Descriptions  
 Std. 9: Implements Technology

### Present PG Stage

|           |           |           |           |
|-----------|-----------|-----------|-----------|
| _____ O/A | _____ P/A | _____ I/M | _____ R/I |
| _____ O/A | _____ P/A | _____ I/M | _____ R/I |
| _____ O/A | _____ P/A | _____ I/M | _____ R/I |
| _____ O/A | _____ P/A | _____ I/M | _____ R/I |
| _____ O/A | _____ P/A | _____ I/M | _____ R/I |
| _____ O/A | _____ P/A | _____ I/M | _____ R/I |
| _____ O/A | _____ P/A | _____ I/M | _____ R/I |
| _____ O/A | _____ P/A | _____ I/M | _____ R/I |
| _____ O/A | _____ P/A | _____ I/M | _____ R/I |

Growth Objective/Goals: (describe desired outcome)

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Procedures and Activities for Achieving Goals/Objectives:  
 (including support personnel)

Appraisal Method & Target  
 Date

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Evaluatee's Comments:

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Evaluator's Comments:

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| Individual Corrective Action Plan Developed   |  | STATUS: Achieved    Revised    Continued  |  |
|---|--|---|--|
|   |  |   |  |
| <div style="border-bottom: 1px solid black; width: 100%;"></div> <div style="display: flex; justify-content: space-between;"> <span>Evaluatee's Signature</span> <span>Date</span> </div> |  | <div style="border-bottom: 1px solid black; width: 100%;"></div> <div style="display: flex; justify-content: space-between;"> <span>Evaluatee's Signature</span> <span>Date</span> </div> |  |
| <div style="border-bottom: 1px solid black; width: 100%;"></div> <div style="display: flex; justify-content: space-between;"> <span>Evaluator's Signature</span> <span>Date</span> </div> |  | <div style="border-bottom: 1px solid black; width: 100%;"></div> <div style="display: flex; justify-content: space-between;"> <span>Evaluator's Signature</span> <span>Date</span> </div> |  |

Wayne County Schools  
Media Specialist  
Formative Performance Instrument

Name: \_\_\_\_\_ Date: \_\_\_\_\_  
                     (last)                                    (first)                                    (m.i.)

Worksite: \_\_\_\_\_

Scoring Instructions:

0 = Outstanding

1 = Commendable

2 = Competent

3 = Marginal

4 = Unsatisfactory

5 = Non-applicable

I. ADMINISTRATION

- \_\_\_\_\_ Develops short and long-range goals which guide the development of the LMC.
- \_\_\_\_\_ Develops and implements policies and procedures for the operation of the LMC.
- \_\_\_\_\_ Maintains a technologically advanced facility
- \_\_\_\_\_ Coordinates the school's implementation of KETS.

II. MANAGEMENT AND ORGANIZATION

- \_\_\_\_\_ Trains and supervises clerks, student assistants, and adult volunteers to perform duties efficiently.
- \_\_\_\_\_ Selects materials and technology which support the school's curriculum and educational philosophy.
- \_\_\_\_\_ Withdraws obsolete materials.
- \_\_\_\_\_ Classifies, catalogs, processes, and organizes for circulation the educational media and technology.
- \_\_\_\_\_ Establishes and follows procedures for maintenance and repair of all media equipment.
- \_\_\_\_\_ Maintains a current inventory of holdings.
- \_\_\_\_\_ Prepares and submits reports to administrators as needed to promote short and long term goals.
- \_\_\_\_\_ Prepares and administers budgets according to needs of the LMC.
- \_\_\_\_\_ Evaluates LMC programs, services, facilities and materials to ensure optimum use.
- \_\_\_\_\_ Maintains the LMC to be functional, attractive, and an orderly environment which encourages maximum use.
- \_\_\_\_\_ Manages student behavior in a constructive manner.

III. INSTRUCTIONAL LEADERSHIP

- \_\_\_\_\_ Serves as an instructional resource consultant and media specialist to teachers and students.
- \_\_\_\_\_ Establishes methods for flexible scheduling of classes and students to promote use by individuals, small groups, and whole classes.
- \_\_\_\_\_ Serves on committees involved with designing learning activities for students, curriculum revision, and/or textbook adoption.
- \_\_\_\_\_ Plans and/or participates in special projects or proposals.
- \_\_\_\_\_ Plans cooperatively with teachers to incorporate research, information retrieval skills, and literature appreciation.
- \_\_\_\_\_ Plans units with teacher which stress whole language and/or interdisciplinary strategies.

*Media Specialist*  
*Page 2 of 3* (Formative)

#### IV. PROFESSIONAL

- ☐ Provides professional development and LMC orientation.
- ☐ Provides access to professional materials and information for school staff.
- ☐ Adheres to established laws, policies, rules and regulations (including the professional Code of Ethics).
- ☐ Submits accurate reports promptly.
- ☐ Participates in various professional organizations which relate to library media and technology.
- ☐ Utilizes current research and methods in areas of technology, teaching, learning, and library and information science.
- ☐ (Exhibits good attendance and punctuality.)

#### V. COMMUNICATION

- ☐ Promotes a positive relationship with students, staff, and community.
- ☐ Publicizes the LMC programs, services and materials through newsletters, announcements, and in other innovative ways.
- ☐ Networks with other libraries and shares resources.
- ☐ Submits statistical reports to administrator/SBDM council and faculty which support the LMC goals and program.

#### VI. TECHNOLOGY

- ☐ Operates a multimedia computer, computer equipment and uses a variety of software.
- ☐ Uses terminology related to computers and technology appropriately in written and verbal communications.
- ☐ Demonstrates knowledge of the use of technology in business, industry, and society.
- ☐ Demonstrates basic knowledge of computer related equipment and attends to simple connections and installations.
- ☐ Creates multimedia presentations using scanners, digital cameras, and video cameras.
- ☐ Uses the computer to do word processing, create databases and spreadsheets, access electronic mail and the Internet, make presentations, and use other emerging technologies to enhance professional productivity and support instruction.
- ☐ Uses computers and other technologies such as interactive instruction, audio/video conferencing, and other distance learning applications to enhance professional productivity and support instruction.
- ☐ Requests and uses appropriate assistive and adaptive devices for students with special needs.
- ☐ Designs lessons that use technology to address diverse student needs and learning styles.
- ☐ Practices equitable and legal use of computers and technology in professional activities.
- ☐ Facilitates the lifelong learning of self and others through the use of technology.
- ☐ Explores, uses, and evaluates technology resources: software, applications, and related documentation.
- ☐ Applies research-based instructional practices that use computers and other technology.
- ☐ Uses computers and other technology for individual, small group, and large group learning activities.
- ☐ Uses technology to support multiple assessments of student learning.
- ☐ Instructs and supervises students in the ethical and legal use of technology.

Principals  
Comments:

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Media Specialists  
Comments:

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Signed \_\_\_\_\_  
Principal Media Specialist Date

Wayne County Schools  
Media Specialist  
Summative Performance Instrument

Name: \_\_\_\_\_ Date: \_\_\_\_\_  
(last) (first) (m.i.)

**Worksite:** \_\_\_\_\_

**Scoring Instructions:**

0 = Outstanding

1 = Commendable

2 = Competent

3 = Marginal

4 = Unsatisfactory

5 = Non-applicable

## I. ADMINISTRATION

- \_\_\_\_\_ Develops short and long-range goals which guide the development of the LMC.
- \_\_\_\_\_ Develops and implements policies and procedures for the operation of the LMC.
- \_\_\_\_\_ Maintains a technologically advanced facility
- \_\_\_\_\_ Coordinates the school's implementation of KETS.

## II. MANAGEMENT AND ORGANIZATION

- \_\_\_\_\_Trains and supervises clerks, student assistants, and adult volunteers to perform duties efficiently.
- \_\_\_\_\_Selects materials and technology which support the school's curriculum and educational philosophy.
- \_\_\_\_\_Withdraws obsolete materials.
- \_\_\_\_\_Classifies, catalogs, processes, and organizes for circulation the educational media and technology.
- \_\_\_\_\_Establishes and follows procedures for maintenance and repair of all media equipment.
- \_\_\_\_\_Maintains a current inventory of holdings.
- \_\_\_\_\_Prepares and submits reports to administrators as needed to promote short and long term goals.
- \_\_\_\_\_Prepares and administers budgets according to needs of the LMC.
- \_\_\_\_\_Evaluates LMC programs, services, facilities and materials to ensure optimum use.
- \_\_\_\_\_Maintains the LMC to be functional, attractive, and an orderly environment which encourages maximum use.
- \_\_\_\_\_Manages student behavior in a constructive manner.

### III. INSTRUCTIONAL LEADERSHIP

- \_\_\_\_\_ Serves as an instructional resource consultant and media specialist to teachers and students.
- \_\_\_\_\_ Establishes methods for flexible scheduling of classes and students to promote use by individuals, small groups, and whole classes.
- \_\_\_\_\_ Serves on committees involved with designing learning activities for students, curriculum revision, and/or textbook adoption.
- \_\_\_\_\_ Plans and/or participates in special projects or proposals.
- \_\_\_\_\_ Plans cooperatively with teachers to incorporate research, information retrieval skills, and literature appreciation.

*Media Specialist  
Summative  
P.2 of 3*

\_\_\_\_ Plans units with teacher which stress whole language and/or interdisciplinary strategies.

#### IV. PROFESSIONAL

\_\_\_\_ Provides professional development and LMC orientation.

\_\_\_\_ Provides access to professional materials and information for school staff.

\_\_\_\_ Adheres to established laws, policies, rules and regulations (including the professional Code of Ethics.)

\_\_\_\_ Submits accurate reports promptly.

\_\_\_\_ Participates in various professional organizations which relate to library media and technology.

\_\_\_\_ Utilizes current research and methods in areas of technology, teaching, learning, and library and information science.

(Exhibits good attendance and punctuality)

#### V. COMMUNICATION

\_\_\_\_ Promotes a positive relationship with students, staff, and community.

\_\_\_\_ Publicizes the LMC programs, services and materials through newsletters, announcements, and in other innovative ways.

\_\_\_\_ Networks with other libraries and shares resources.

\_\_\_\_ Submits statistical reports to administrator/SBDM council and faculty which support the LMC goals and program.

#### VI. TECHNOLOGY

\_\_\_\_ Operates a multimedia computer, computer equipment and uses a variety of software.

\_\_\_\_ Uses terminology related to computers and technology appropriately in written and verbal communications.

\_\_\_\_ Demonstrates knowledge of the use of technology in business, industry, and society.

\_\_\_\_ Demonstrates basic knowledge of computer related equipment and attends to simple connections and installations.

\_\_\_\_ Creates multimedia presentations using scanners, digital cameras, and video cameras.

\_\_\_\_ Uses the computer to do word processing, create databases and spreadsheets, access electronic mail and the Internet, make presentations, and use other emerging technologies to enhance professional productivity and support instruction.

\_\_\_\_ Uses computers and other technologies such as interactive instruction, audio/video conferencing, and other distance learning applications to enhance professional productivity and support instruction.

\_\_\_\_ Requests and uses appropriate assistive and adaptive devices for students with special needs.

\_\_\_\_ Designs lessons that use technology to address diverse student needs and learning styles.

\_\_\_\_ Practices equitable and legal use of computers and technology in professional activities.

\_\_\_\_ Facilitates the lifelong learning of self and others through the use of technology.

\_\_\_\_ Explores, uses, and evaluates technology resources: software, applications, and related documentation.

\_\_\_\_ Applies research-based instructional practices that use computers and other technology.

\_\_\_\_ Uses computers and other technology for individual, small group, and large group learning activities.

\_\_\_\_ Uses technology to support multiple assessments of student learning.

\_\_\_\_ Instructs and supervises students in the ethical and legal use of technology.

Principals  
Comments:

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Media Specialists  
Comments:

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Signed \_\_\_\_\_  
Principal Media Specialist Date

INDIVIDUAL PROFESSIONAL GROWTH PLAN  
FOR SCHOOL MEDIA SPECIALIST

Name \_\_\_\_\_ Date \_\_\_\_\_ SSN \_\_\_\_\_ - \_\_\_\_\_ - \_\_\_\_\_

Worksite \_\_\_\_\_ School Year \_\_\_\_\_ - \_\_\_\_\_

**IDENTIFIED PG AREAS**

**PRESENT PG STAGE**

|                                    |           |           |           |           |
|------------------------------------|-----------|-----------|-----------|-----------|
| Std.1: Administration              | _____ O/A | _____ P/A | _____ I/M | _____ R/I |
| Std.2: Management and Organization | _____ O/A | _____ P/A | _____ I/M | _____ R/I |
| Std.3: Instructional Leadership    | _____ O/A | _____ P/A | _____ I/M | _____ R/I |
| Std.4: Professional                | _____ O/A | _____ P/A | _____ I/M | _____ R/I |
| Std.5: Communication               | _____ O/A | _____ P/A | _____ I/M | _____ R/I |
| Std.6: Technology                  | _____ O/A | _____ P/A | _____ I/M | _____ R/I |

O/A=Orientation/Awareness, P/A=Preparation/Application,  
I/M=Implementation/Management, R/I=Refinement/Impact

Growth Objectives/Goals-(describe desired outcomes)

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| Procedures and Activities for Achieving Goals and Objectives | Target Date Completed |
|--|-----------------------|
|--|-----------------------|

|       |       |
|-------|-------|
| _____ | _____ |
| _____ | _____ |
| _____ | _____ |
| _____ | _____ |

Employees Signature \_\_\_\_\_ Date \_\_\_\_\_

Supervisor Signature \_\_\_\_\_ Date \_\_\_\_\_

Annual Review:      Achieved \_\_\_\_\_ Revised \_\_\_\_\_ Continued \_\_\_\_\_

Employees Signature \_\_\_\_\_ Date \_\_\_\_\_

Supervisor Signature \_\_\_\_\_ Date \_\_\_\_\_

Employee Comments:

Supervisor Comments:

This PGP is aligned with the school improvement plan, and/or professional development plan of the school/district.

**CORRECTIVE ACTION PLAN  
FOR SCHOOL MEDIA SPECIALIST**

Name \_\_\_\_\_ Date \_\_\_\_\_ SSN \_\_\_\_\_ - \_\_\_\_\_ - \_\_\_\_\_

Worksite \_\_\_\_\_ School Year \_\_\_\_\_ - \_\_\_\_\_

**CORRECTIVE AREAS**

**PRESENT PG STAGE**

|                                     |                                 |
|-------------------------------------|---------------------------------|
| Std.1: Administration               | ___ O/A ___ P/A ___ I/M ___ R/I |
| Std. 2: Management and Organization | ___ O/A ___ P/A ___ I/M ___ R/I |
| Std.3: Instructional Leadership     | ___ O/A ___ P/A ___ I/M ___ R/I |
| Std.4: Professional                 | ___ O/A ___ P/A ___ I/M ___ R/I |
| Std.5: Communication                | ___ O/A ___ P/A ___ I/M ___ R/I |
| Std.6: Technology                   | ___ O/A ___ P/A ___ I/M ___ R/I |

O/A=Orientation/Awareness, P/A=Preparation/Application,  
I/M=Implementation/Management, R/I=Refinement/Impact

Growth Objectives/Goals-(describe desired outcomes)

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| Procedures and Activities for Achieving Goals and Objectives | Target Date Completed |
|--|-----------------------|
| _____  | _____                 |
| _____  | _____                 |
| _____  | _____                 |
| _____  | _____                 |

Employees Signature \_\_\_\_\_ Date \_\_\_\_\_

Supervisor Signature \_\_\_\_\_ Date \_\_\_\_\_

Annual Review:      Achieved\_\_\_ Revised\_\_\_ Continued\_\_\_

Employees Signature \_\_\_\_\_ Date \_\_\_\_\_

Supervisor Signature \_\_\_\_\_ Date \_\_\_\_\_

Employee Comments:

Supervisor Comments:

**GUIDANCE COUNSELOR  
FORMATIVE DATA COLLECTION DOCUMENT**

(Evaluator and evaluatee discuss and complete prior to developing the Counselor's Professional Growth Plan and Summative Evaluation Instrument. This document contains a collection of formative data obtained from multiple activities such as: observations, professional development activities, products, interviews, as well as any other area reflected in these standards.)

Evaluatee/Observee \_\_\_\_\_ Content Area \_\_\_\_\_ Grade \_\_\_\_\_

Evaluator/Observer \_\_\_\_\_ Position \_\_\_\_\_

Date of Classroom Observation \_\_\_\_\_ Observation Began \_\_\_\_\_ Observation Ended \_\_\_\_\_

Date of Conference (Analyses) \_\_\_\_\_ School \_\_\_\_\_

N/A = Not Applicable

N/O = Not Observed

| STANDARDS/PERFORMANCE CRITERIA  | YES | NO | N/A | N/O | EVIDENCE |
|---|-----|----|-----|-----|----------|
| <b>Standard 1: Program Management, Research, and Evaluation</b><br>The school counselor develops a process and procedure for planning, implementation, and evaluation of a comprehensive developmental program of guidance and counseling. This program should be developed with faculty, staff, administrators, students, parents, school councils, school boards, and community members. It is based on needs assessment, formative evaluation and summative evaluation.<br>The counselor understands and knows how to: |     |    |     |     |          |
| 1.1 Define needs and priorities.  |     |    |     |     |          |
| 1.2 Define objectives.  |     |    |     |     |          |
| 1.3 Communicate with the stakeholders, including school councils, about the design, importance, and effectiveness of the program.   |     |    |     |     |          |
| 1.4 Organize personnel, physical resources, and activities to accomplish needs, priorities and objectives specified by school plans.  |     |    |     |     |          |
| 1.5 Evaluate the program to assure its contribution to the school's mission and goals.  |     |    |     |     |          |
| 1.6 Use information systems and technology.   |     |    |     |     |          |
| <b>Standard 2: Developmental Guidance Curriculum</b><br>The school counselor provides a developmental, preventive guidance program to all students within the school. This proactive program promotes the mental health necessary for academic success, self-sufficiency and responsible group membership.<br>The counselor understands and knows how to:   |     |    |     |     |          |
| 2.1 Assess the developmental need of students.  |     |    |     |     |          |
| 2.2 Address academic expectations and school-to-work initiatives.   |     |    |     |     |          |
| 2.3 Prepare students for successful transitions.  |     |    |     |     |          |
| 2.4 Evaluate the results of the curriculum's impact.  |     |    |     |     |          |

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|--|--|--|--|--|
| 2.5 Modify the curriculum as needed to continually meet the needs of students.   |  |  |  |  |
| 2.6 Guide individuals and groups of students through the development of educational and career plans.  |  |  |  |  |
| 2.7 Provide guidance for maximizing personal growth and development.   |  |  |  |  |
| 2.8 Teach the school developmental guidance curriculum.  |  |  |  |  |
| 2.9 Assist teachers in the teaching of the guidance curriculum.  |  |  |  |  |
| <b>Standard 3: Individual/Small Group Counseling</b><br>The school counselor uses short term individual counseling and structured as well as unstructured small group counseling to address mental, physical, and emotional barriers to learning and to help each child at high levels.<br>The counselor understands and knows how to: |  |  |  |  |
| 3.1 Provide a safe, confidential setting in which students present their needs and concerns.   |  |  |  |  |
| 3.2 Promote wellness.  |  |  |  |  |
| 3.3 Respond to crisis.   |  |  |  |  |
| 3.4 Communicate empathy and understanding.   |  |  |  |  |
| 3.5 Utilize a broad range of techniques and accepted theories appropriate to school counseling.  |  |  |  |  |
| 3.6 Utilize assessment tools, individual planning skills and counseling to facilitate informed choices (aptitude, interest, learning styles, academics, and careers).  |  |  |  |  |
| 3.7 Intervene in problem/conflict situations and conduct follow-up sessions.   |  |  |  |  |
| 3.8 Respect and nurture the uniqueness of each student.  |  |  |  |  |
| 3.9 Mediate classroom and student conflict.  |  |  |  |  |
| 3.10 Empower students to develop and use their resources.  |  |  |  |  |
| <b>Standard 4: Consultation/Collaboration</b><br>The school counselor functions in a cooperative process To assist others to effectively meet the needs of students. Through consultation the school counselor advocates for students.<br>The counselor understands and knows how to:  |  |  |  |  |
| 4.1 Consult with parents, faculty, staff, administrators, and others to enhance their work with students.  |  |  |  |  |
| 4.2 Interpret relevant information concerning the developmental needs of students.   |  |  |  |  |
| 4.3 Reduce barriers to student learning through direct referred services.  |  |  |  |  |
| 4.4 Facilitate new student integration into the school environment.  |  |  |  |  |

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|---|--|--|--|--|--|
| 4.5 Work with teachers to provide support for students in a crisis situation.   |  |  |  |  |  |
| 4.6 Interact with school councils, school boards, Family Resource/Youth Service Center Advisory Councils, and/or school committees.   |  |  |  |  |  |
| 4.7 Facilitate successful communication between and among teachers, parents, teacher and students.  |  |  |  |  |  |
| 4.8 Work with teachers and administrators relevant to behavior management to promote and support intervention strategies.   |  |  |  |  |  |
| 4.9 Consult with external community and professional resources.   |  |  |  |  |  |
| <b>Standard 5: Coordination</b><br>The school counselor functions as a coordinator in bringing together people and resources in the school, the community, and the district for the fullest academic, career, personal, and social development of the students. The counselor understands and knows how to: |  |  |  |  |  |
| 5.1 Coordinate with school and community personnel, including school councils, to provide resources for students.   |  |  |  |  |  |
| 5.2 Use an effective referral process for assisting students and others to use special programs and services.   |  |  |  |  |  |
| 5.3 Identify community agencies for referral of students.   |  |  |  |  |  |
| 5.4 Maintain cooperative working relationships with community resources.  |  |  |  |  |  |
| 5.5 Facilitate successful transition from one level of education to the next, (i.e. elementary to middle.)  |  |  |  |  |  |
| <b>Standard 6: Assessment</b><br>The school counselor collaborates with other school and district staff to design and coordinate a testing program that helps students identify their abilities, aptitudes, achievements, and interests. The counselor understands and knows how to:                        |  |  |  |  |  |
| 6.1 Participate in the planning and evaluation of the district/school testing program.  |  |  |  |  |  |
| 6.2 Assess, interpret and communicate learning results to students, faculty, parents, and community with respect to aptitude, achievement, interests, temperaments and learning styles.   |  |  |  |  |  |
| 6.3 Collaborate with staff concerning assessment of special needs students.   |  |  |  |  |  |
| 6.4 Use assessment results and other sources of student data in formulating student career/graduation plans.  |  |  |  |  |  |
| 6.5 Coordinate student records to ensure the confidentiality of assessment data.  |  |  |  |  |  |
| 6.6 Provide orientation sessions for faculty, students, and parents regarding the assessment program.   |  |  |  |  |  |
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*Counselor*  
*P. 4 of 6*

|  |  |  |  |  |
|--|--|--|--|--|
| <b>Standard 7: Adheres to Professional Standards</b><br>The school counselor is a professional who acts within legal and ethical guidelines to accomplish educational purposes.  |  |  |  |  |
| 7.1 Adhere to professional codes of ethics of American Counseling Association, American School Counseling Association, and the Code of Ethics adopted by the Kentucky Education Professional Standards Board.  |  |  |  |  |
| 7.2 Adhere to federal/state laws and regulations related to educational and child protection.  |  |  |  |  |
| 7.3 Be responsible for the on-going professional development.  |  |  |  |  |
| 7.4 Act in a role that clearly distinguishes him or her from any professional who administers disciplinary action.   |  |  |  |  |
| 7.5 Be knowledgeable of the position statements of the American School Counselor Association.  |  |  |  |  |
| 7.6 Identify activities that would be in conflict with the primary role of the school counselor and to advocate for the best practices of the profession.  |  |  |  |  |
| 7.7 Performs assigned duties, exhibits attendance & punctuality.   |  |  |  |  |
| <b>Standard 8: Demonstrates Professional Leadership</b><br>The school counselor provides professional leadership within the school, community, and education profession to improve student learning and well-being.<br>The counselor understands and knows how to: |  |  |  |  |
| 8.1 Build positive relationships within and between school and community.  |  |  |  |  |
| 8.2 Promote leadership potential in colleagues.  |  |  |  |  |
| 8.3 Participate in professional organizations and activities.  |  |  |  |  |
| 8.4 Write and speak effectively.   |  |  |  |  |
| 8.5 Guides the development of curriculum and instructional materials.  |  |  |  |  |
| 8.6 Participate in policy design and development at the local school, within professional organizations, and/or within community organizations with educationally related activities.  |  |  |  |  |
| 8.7 Initiates and develops educational projects and programs.  |  |  |  |  |
| 8.8 Practice effective listening, conflict resolution, and group-facilitation skills as a team member.   |  |  |  |  |
| 8.9 Present program in a manner that reflects sensitivity to a multicultural and global perspective.   |  |  |  |  |
| 8.10 Write for publication, present at conferences and provide professional development.   |  |  |  |  |
| 8.11 Work with colleagues to administer an effective learning climate within the school.   |  |  |  |  |

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|--|--|--|--|--|--|
| <b>Standard 9: Engages in Professional Development</b><br>The school counselor evaluates his or her own overall performance in relation to Kentucky's learner goals and implements a professional development plan.<br>The counselor understands and knows how to: |  |  |  |  |  |
| 9.1 Establish priorities for professional growth.  |  |  |  |  |  |
| 9.2 Analyze student performance to help identify professional development needs.   |  |  |  |  |  |
| 9.3 Solicit input from others in the creation of individual professional development plans.  |  |  |  |  |  |
| 9.4 Implement knowledge and skills acquired through on-going professional development.   |  |  |  |  |  |
| 9.5 Modify own professional development plan to improve performance and to promote student learning.   |  |  |  |  |  |
| <b>Standard 10: Technology Implementation</b><br>The extent to which the counselor:  |  |  |  |  |  |
| 10.1 Operates multimedia computer, computer equipment and uses a variety of software.  |  |  |  |  |  |
| 10.2 Uses terminology related to computers and technology appropriately in written and verbal communication.   |  |  |  |  |  |
| 10.3 Demonstrates knowledge of the use of technology in business, industry and society.  |  |  |  |  |  |
| 10.4 Demonstrates basic knowledge of computer and computer related equipment and attends to simple connections and installations.  |  |  |  |  |  |
| 10.5 Creates multimedia presentations using scanners, digital cameras, and video cameras.  |  |  |  |  |  |
| 10.6 Uses the computer to do word processing, create databases and spreadsheets, access electronic mail and the Internet, make presentations, and use other emerging technologies to enhance professional productivity and support instruction.                    |  |  |  |  |  |
| 10.7 Uses computers and other technologies such as interactive instruction, audio/video conferencing, and other distance learning applications to enhance professional productivity and support instruction.   |  |  |  |  |  |
| 10.8 Requests and uses appropriate assistive and adaptive devices for students with special needs.   |  |  |  |  |  |
| 10.9 Designs lessons that use technology to address diverse student needs and learning styles.   |  |  |  |  |  |
| 10.10 Practices equitable and legal use of computers and technology in professional activities.  |  |  |  |  |  |
| 10.11 Facilitates the lifelong learning of self and others through the use of technology.  |  |  |  |  |  |
| 10.12 Explores, uses, and evaluates technology resources: software, applications, and related documentation.   |  |  |  |  |  |
| 10.13 Applies research-based instructional practices that use computers and other technology.  |  |  |  |  |  |

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|---|--|--|--|--|--|
|   |  |  |  |  |  |
| 10.14 Uses computers and other technology for individual, small group, and large group learning activities. |  |  |  |  |  |
| 10.15 Uses technology to support multiple assessments of student learning.                                  |  |  |  |  |  |
| 10.16 Instructs and supervises students in the ethical and legal use of technology.                         |  |  |  |  |  |

## Summative Evaluation for Counselors

Name \_\_\_\_\_ School \_\_\_\_\_

Date of Observations \_\_\_\_\_

Date of Conferences \_\_\_\_\_

| Standards  | Meets District Standards | Does Not Meet District Standards |
|--|--------------------------|----------------------------------|
| Standard 1: Program Management, Research, and Evaluation |                          |                                  |
| Standard 2: Developmental Guidance Curriculum            |                          |                                  |
| Standard 3: Individual/Small Group Counseling            |                          |                                  |
| Standard 4: Consultation/Collaboration                   |                          |                                  |
| Standard 5: Coordination                                 |                          |                                  |
| Standard 6: Assessment                                   |                          |                                  |
| Standard 7: Adheres to Professional Standards            |                          |                                  |
| Standard 8: Demonstrates Professional Leadership         |                          |                                  |
| Standard 9: Engages in Professional Development          |                          |                                  |
| Standard 10: Technology                                  |                          |                                  |

Evaluator Comments:

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Evaluatee Comments:

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### Overall Performance Evaluation

( ) Meets Standards for Re-employment

( ) Does Not Meet Standards for Re-employment

Certified Employees have the right to appeal the substance and/or procedures of this Summative Evaluation within ten working days

\_\_\_\_\_  
Evaluatee

\_\_\_\_\_  
Date

\_\_\_\_\_  
Evaluator

\_\_\_\_\_  
Date

# INDIVIDUAL PROFESSIONAL GROWTH PLAN FOR SCHOOL COUNSELORS

Name \_\_\_\_\_ Date \_\_\_\_\_ SSN \_\_\_\_\_ - \_\_\_\_\_ - \_\_\_\_\_

Worksite \_\_\_\_\_ School Year \_\_\_\_\_ - \_\_\_\_\_

## **IDENTIFIED PG AREAS**

## **PRESENT PG STAGE**

|  |   |
|--|---|
| Std. 1: Program Management/Research/Evaluation | _____ O/A _____ P/A _____ I/M _____ R/I |
| Std. 2: Developmental Guidance Curriculum      | _____ O/A _____ P/A _____ I/M _____ R/I |
| Std. 3: Individual/Small Group Counseling      | _____ O/A _____ P/A _____ I/M _____ R/I |
| Std. 4: Consultation/Collaboration             | _____ O/A _____ P/A _____ I/M _____ R/I |
| Std. 5: Coordination                           | _____ O/A _____ P/A _____ I/M _____ R/I |
| Std. 6: Assessment                             | _____ O/A _____ P/A _____ I/M _____ R/I |
| Std. 7: Adheres to Professional Standards      | _____ O/A _____ P/A _____ I/M _____ R/I |
| Std. 8: Demonstrates Professional Leadership   | _____ O/A _____ P/A _____ I/M _____ R/I |
| Std. 9: Engages in Professional Development    | _____ O/A _____ P/A _____ I/M _____ R/I |
| Std. 10: Technology Implementation             | _____ O/A _____ P/A _____ I/M _____ R/I |

O/A=Orientation/Awareness, P/A=Preparation/Application,  
I/M=Implementation/Management, R/I=Refinement/Impact

Growth Objectives/Goals-(describe desired outcomes)

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| Procedures and Activities for Achieving Goals and Objectives | Target Date Completed |
|--|-----------------------|
|--|-----------------------|

|       |       |
|-------|-------|
| _____ | _____ |
| _____ | _____ |
| _____ | _____ |
| _____ | _____ |

Employees Signature \_\_\_\_\_ Date \_\_\_\_\_

Supervisor Signature \_\_\_\_\_ Date \_\_\_\_\_

Annual Review:      Achieved\_\_\_\_ Revised\_\_\_\_ Continued\_\_\_\_

Employees Signature \_\_\_\_\_ Date \_\_\_\_\_

Supervisor Signature \_\_\_\_\_ Date \_\_\_\_\_

Employee Comments:

Supervisor Comments:

This PGP is aligned with the school improvement plan, and/or professional development plan of the school/district.

# **CORRECTIVE ACTION PLAN FOR SCHOOL COUNSELORS**

Name \_\_\_\_\_ Date \_\_\_\_\_ SSN \_\_\_\_\_ - \_\_\_\_\_ - \_\_\_\_\_

Worksite \_\_\_\_\_ School Year \_\_\_\_\_ - \_\_\_\_\_

## **CORRECTIVE AREAS**

## **PRESENT PG STAGE**

|   |                                 |
|---|---------------------------------|
| Std.1: Program Management/Research/Evaluation | ___ O/A ___ P/A ___ I/M ___ R/I |
| Std.2: Developmental Guidance Curriculum      | ___ O/A ___ P/A ___ I/M ___ R/I |
| Std.3: Individual/Small Group Counseling      | ___ O/A ___ P/A ___ I/M ___ R/I |
| Std.4: Consultation/Collaboration             | ___ O/A ___ P/A ___ I/M ___ R/I |
| Std.5: Coordination                           | ___ O/A ___ P/A ___ I/M ___ R/I |
| Std.6: Assessment                             | ___ O/A ___ P/A ___ I/M ___ R/I |
| Std.7: Adheres to Professional Standards      | ___ O/A ___ P/A ___ I/M ___ R/I |
| Std.8: Demonstrates Professional Leadership   | ___ O/A ___ P/A ___ I/M ___ R/I |
| Std.9: Engages in Professional Development    | ___ O/A ___ P/A ___ I/M ___ R/I |
| Std.10: Technology Implementation             | ___ O/A ___ P/A ___ I/M ___ R/I |

O/A=Orientation/Awareness, P/A=Preparation/Application,  
I/M=Implementation/Management, R/I=Refinement/Impact

Growth Objectives/Goals-(describe desired outcomes)

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| Procedures and Activities for Achieving Goals and Objectives | Target Date Completed |
|--|-----------------------|
|--|-----------------------|

|       |       |
|-------|-------|
| _____ | _____ |
| _____ | _____ |
| _____ | _____ |
| _____ | _____ |

Employees Signature \_\_\_\_\_ Date \_\_\_\_\_

Supervisor Signature \_\_\_\_\_ Date \_\_\_\_\_

Annual Review:      Achieved\_\_\_ Revised\_\_\_ Continued\_\_\_

Employees Signature \_\_\_\_\_ Date \_\_\_\_\_

Supervisor Signature \_\_\_\_\_ Date \_\_\_\_\_

Employee Comments:

Supervisor Comments:

# WAYNE COUNTY SCHOOLS

## Administrative Evaluation Form

(revised 6/2001)

Page 1 of 4

|              |                |                    |              |
|--------------|----------------|--------------------|--------------|
| <b>Name:</b> | <b>School:</b> | <b>Assignment:</b> | <b>Year:</b> |
|--------------|----------------|--------------------|--------------|

### STANDARD 1

*A school administrator is an educational leader who promotes the success of all students by facilitating the development, articulation, implementation, and stewardship of a **VISION OF LEARNING** that is shared and supported by the school community.*

#### KNOWLEDGE AND UNDERSTANDING

- learning goals in a pluralistic society
- the principles of developing and implementing strategic plans
- systems theory
- information sources, data collection, and data analysis strategies
- effective communication
- effective consensus-building and negotiation skills

#### DISPOSITIONS (beliefs, values, commitment)

- the educability of all
- a school vision of high standards of learning
- continuous school improvement
- the inclusion of all members of the school community
- ensuring that students have the knowledge, skills, and values needed to become successful adults
- a willingness to continuously examine one's own assumptions, beliefs, and practices
- doing the work required for high levels of personal and organization performance

#### PERFORMANCES

- the vision and mission of the school are effectively communicated to staff, parents, students, and community members
- the vision and mission are communicated through the use of symbols, ceremonies, stories, and similar activities
- the core beliefs of the school vision are modeled for all stakeholders
- the vision is developed with and among stakeholders
- the contributions of school community members to the realization of the vision are recognized and celebrated
- progress toward the vision/mission is communicated to all stakeholders
- the school community is involved in school improvement efforts
- the vision shapes the educational programs, plans, and actions
- an implementation plan is developed in which objectives and strategies to achieve the vision and goals are clearly articulated
- assessment data related to student learning are used to develop the school vision and goals
- relevant demographic data pertaining to students and their families are used in developing the school mission and goals
- barriers to achieving the vision are identified, clarified, and addressed
- needed resources are sought and obtained to support the implementation of the school mission and goals
- existing resources are used in support of the school vision and goals
- the vision, mission, and implementation plans are regularly monitored, evaluated, and revised

### STANDARD 2

*A school administrator is an educational leader who promotes the success of all students by advocating, nurturing, and sustaining a **SCHOOL CULTURE** and instructional program conducive to student learning and staff professional growth.*

#### KNOWLEDGE AND UNDERSTANDING

- student growth and development
- applied learning and motivational theories
- curriculum design, implementation, evaluation, and refinement
- principles of effective instruction
- measurement, evaluation, and assessment strategies
- diversity and its meaning for educational programs
- adult learning and professional development models
- change process for systems, organizations, and individuals
- role of technology in promoting student learning and professional growth
- school cultures

#### DISPOSITIONS (beliefs, values, commitment)

- student learning as the fundamental purpose of schooling
- the proposition that all students can learn
- the variety of ways in which students can learn
- life long learning for self and others
- professional development as an integral part of school improvement
- the benefits that diversity brings to the school community
- a safe and supportive learning environment
- preparing students to be contributing members of society

#### PERFORMANCES

- all individuals are treated with fairness, dignity, and respect
- professional development promotes a focus on student learning consistent with the school vision and goals
- students and staff feel valued and important
- responsibilities and contributions of each individual are acknowledged
- barriers to student learning are identified, clarified, and addressed
- diversity is considered in developing learning experiences
- life long learning is encouraged and modeled
- there is a culture of high expectations for self, student, and staff performance
- technologies are used in teaching and learning
- student and staff accomplishments are recognized and celebrated
- multiple opportunities to learn are available to all students
- the school is organized and aligned for success
- curricular, co-curricular, and extra-curricular programs are designed, implemented, evaluated, and refined
- curriculum decisions are based on research, expertise of teachers, and the recommendations of learned societies
- the school culture and climate are assessed on a regular basis
- a variety of sources of information is used to make decisions
- student learning is assessed using a variety of techniques
- multiple sources of information regarding performance are used by staff and students
- a variety of supervisory and evaluation models is employed
- pupil personnel programs are developed to meet the needs of students and their families

# Wayne County Schools: *Administrative Evaluation Form* (revised 6/2001)

Page 2 of 4

Name:

Year:

## STANDARD 3

*A school administrator is an educational leader who promotes the success of all students by ensuring management of the organization, operations, and resources for a safe, efficient, and **EFFECTIVE LEARNING ENVIRONMENT**.*

### KNOWLEDGE AND UNDERSTANDING

- theories and models of organizations and the principles of organizational development
- operational procedures at the school and district level
- principles and issues relating to school safety and security
- human resources management and development
- principles and issues relating to fiscal operations of school management
- principles and issues relating to school facilities and use of space
- legal issues impacting school operations
- current technologies that support management functions

### DISPOSITIONS (beliefs, values, commitment)

- making management decisions to enhance learning and teaching
- taking risks to improve schools
- trusting people and their judgments
- accepting responsibility
- high-quality standards, expectations, and performances
- involving stakeholders in management processes
- a safe environment

### PERFORMANCES

- knowledge of learning, teaching, and student development is used to make informed management decisions
- operational procedures are designed and managed to maximize opportunities for successful learning
- emerging trends are recognized, studied, and applied as appropriate
- operational plans and procedures to achieve the vision and goals of the school are in place
- collective bargaining and other contractual agreements related to the school are effectively managed
- the school plant, equipment, and support systems operate safely, efficiently, and effectively
- time is managed to maximize attainment of organizational goals
- potential problems and opportunities are identified
- problems are confronted and resolved in a timely manner
- financial, human, and material resources are aligned to the goals of schools
- the school acts entrepreneurially to support continuous improvement
- organizational systems are regularly monitored and modified as needed
- stakeholders are involved in decisions affecting schools
- responsibility is shared to maximize ownership and accountability
- effective problem-framing and problem-solving skills are used
- effective conflict resolution skills are used
- effective group-process and consensus-building skills are used
- effective communication skills are used
- a safe, clean, and aesthetically pleasing school environment is created and maintained
- human resource functions support the attainment of school goals
- confidentiality and privacy of school records are maintained

## STANDARD 4

*A school administrator is an educational leader who promotes the success of all students by **COLLABORATING** with families and community members, responding to diverse community interests and needs, and **MOBILIZING COMMUNITY RESOURCES**.*

### KNOWLEDGE

- emerging issues and trends that potentially impact the school community
- the conditions and dynamics of the diverse school community
- community resources
- community relations and marketing strategies and processes
- successful models of school, family, business, community, government and higher education partnerships

### DISPOSITIONS (beliefs, values, commitment)

- schools operating as an integral part of the larger community
- collaboration and communication with families
- involvement of families and other stakeholders in school decision-making processes
- the proposition that diversity enriches the school
- families as partners in the education of their children
- the proposition that families have the best interests of their children in mind
- resources of the family and community needing to be brought to bear on the education of students
- an informed public

### PERFORMANCES

- high visibility, active involvement, and communication with the larger community is a priority
- relationships with community leaders are identified and nurtured
- information about family and community concerns, expectations, and needs is used regularly
- there is outreach to different business, religious, political, and service agencies and organizations
- credence is given to individuals and groups whose values and opinions may conflict
- the school and community serve one another as resources
- available community resources are secured to help the school solve problems and achieve goals
- partnerships are established with area businesses, institutions of higher education, and community groups to strengthen programs and support school goals
- community youth family services are integrated with school programs
- community stakeholders are treated equitably
- diversity is recognized and valued
- effective media relations are developed and maintained
- a comprehensive program of community relations is established
- public resources and funds are used appropriately and wisely
- community collaboration is modeled for staff
- opportunities for staff to develop collaborative skills are provided

|             |             |
|-------------|-------------|
| Name: _____ | Year: _____ |
|-------------|-------------|

## STANDARD 5

*A school administrator is an educational leader who promotes the success of all students by acting with **INTEGRITY, FAIRNESS**, and in an **ETHICAL** manner.*

### KNOWLEDGE

- the purpose of education and the role of leadership in modern society
- various ethical frameworks and perspectives on ethics
- the values of the diverse school community
- professional codes of ethics
- the philosophy and history of education

### DISPOSITIONS (beliefs, values, commitment)

- the ideal of the common good
- the principles in the Bill of Rights
- the right of every student to a free, quality education
- bringing ethical principles to the decision-making process
- subordinating one's own interest to the good of the school community
- accepting the consequences for upholding one's principles and actions
- using the influence of one's office constructively and productively in the service of all students and their families
- development of a caring school community

### PERFORMANCES

- examines personal and professional values
- demonstrates a personal and professional code of ethics
- demonstrates values, beliefs, and attitudes that inspire others to higher levels of performance
- serves as a role model
- accepts responsibility for school operations
- considers the impact of one's administrative practices on others
- uses the influence of the office to enhance the educational program rather than for personal gain
- treats people fairly, equitably, and with dignity and respect
- protects the rights and confidentiality of students and staff
- demonstrates appreciation for and sensitivity to the diversity in the school community
- recognizes and respects the legitimate authority of others
- examines and considers the prevailing values of the diverse school community
- expects that others in the school community will demonstrate integrity and exercise ethical behavior
- opens the school to public scrutiny
- fulfills legal and contractual obligations
- applies laws and procedures fairly, wisely, and considerately

## STANDARD 6

*A school administrator is an educational leader who **PROMOTES THE SUCCESS** of all students by **UNDERSTANDING, RESPONDING** to, and **INFLUENCING** the larger **POLITICAL, SOCIAL, ECONOMIC, LEGAL, and CULTURAL CONTEXT**.*

### KNOWLEDGE

- principles of representative governance that undergird the system of American schools
- the role of public education in developing and renewing a democratic society and an economically productive nation
- the law as related to education and schooling
- the political, social, cultural and economic systems and processes that impact schools
- models and strategies of change and conflict resolution as applied to the larger political, social, cultural and economic contexts of schooling
- global issues and forces affecting teaching and learning
- the dynamics of policy development and advocacy under our democratic political system
- the importance of diversity and equity in a democratic society

### DISPOSITIONS (beliefs, values, commitment)

- education as a key to opportunity and social mobility
- recognizing a variety of ideas, values, and cultures
- importance of a continuing dialogue with other decision makers affecting education
- actively participating in the political and policy-making context in the service of education
- using legal systems to protect student rights and improve student opportunities

### PERFORMANCES

- the environment in which schools operate is influenced on behalf of students and their families
- communication occurs among the school community concerning trends, issues, and potential changes in the environment in which schools operate
- there is ongoing dialogue with representatives of diverse community groups
- the school community works within the framework of policies, laws, and regulations enacted by local, state, and federal authorities
- public policy is shaped to provide quality education for students
- lines of communication are developed with decision makers outside the school community

# Wayne County Schools: *Administrative Evaluation Form* (revised 6/2001) Page 4 of 4

|  |  |  |              |
|--|--|--|--------------|
| <b>Name:</b>   | <b>School:</b>   | <b>Assignment:</b>   | <b>Year:</b> |
| <b>STANDARD 1:</b> A school administrator is an educational leader who promotes the success of all students by facilitating the development, articulation, implementation, and stewardship of a vision of learning that is shared and supported by the school community. | <b>STANDARD 2:</b> A school administrator is an educational leader who promotes the success of all students by advocating, nurturing, and sustaining a school culture and instructional program conducive to student learning and staff professional growth. | <b>STANDARD 3:</b> A school administrator is an educational leader who promotes the success of all students by ensuring management of the organization, operations, and resources for a safe, efficient, and effective learning environment. |              |
| <b>Comments:</b>   | <b>Comments:</b>   | <b>Comments:</b>   |              |
| <b>Rating</b>  | <b>Rating</b>  | <b>Rating</b>  |              |
| <b>STANDARD 4:</b> A school administrator is an educational leader who promotes the success of all students by collaborating with families and community members, responding to diverse community interests and needs, and mobilizing community resources.               | <b>STANDARD 5:</b> A school administrator is an educational leader who promotes the success of all students by acting with integrity, fairness, and in an ethical manner.  | <b>STANDARD 6:</b> A school administrator is an educational leader who promotes the success of all students by understanding, responding to, and influencing the larger political, social, economic, legal, and cultural context.            |              |
| <b>Comments:</b>   | <b>Comments:</b>   | <b>Comments:</b>   |              |
| <b>Rating</b>  | <b>Rating</b>  | <b>Rating</b>  |              |

## SPECIFIC COMMENTS RELATING TO PROFESSIONAL GROWTH OR STRENGTH AREAS

**EVALUATEE COMMENTS** \_\_\_\_\_ (check here if additional pages are attached)

### RECOMMENDATIONS

☐ **Continue Employment**     
 ☐ **Additional Evaluation Needed**     
 ☐ **Not Recommended to Continue Employment**

|                            |             |                            |             |
|----------------------------|-------------|----------------------------|-------------|
| <i>Evaluatee Signature</i> | <i>Date</i> | <i>Evaluator Signature</i> | <i>Date</i> |
|----------------------------|-------------|----------------------------|-------------|

By signing this form, I acknowledge that I have seen and discussed this evaluation with the evaluator. Within seven school days, if I desire, I will submit my written comments. Additionally, I am aware that I have the right to appeal this evaluation to the Evaluation Appeals Committee.

**\*4=Exceeds Performance Expectations**

**3=Meets Performance Expectations**

**\*2=Marginal Performance (areas need improvement)**

**\*1=Unsatisfactory Performance**

(\*requires written comments)

TYPE OF PLAN (please check one) ☐ Enrichment ☐ Assistance

Wayne County Schools

Individual Professional Growth Plan

(revised 6/2001)

Name: School: Assignment: Year:

STANDARD(S)

DEMONSTRATOR(S):

OBJECTIVE(S):

PRESENT STAGE OF DEVELOPMENT (Check one)

☐ Awareness (knowledge and understanding of the concept)

☐ Preparation (have skills to begin to implement)

☐ Implementation (knowledge of requirements; implementing)

☐ Refinement (refining to increase student performance)

SPECIFIC PLANS AND ACTIVITIES FOR ACHIEVING OBJECTIVES:

Appraisal method and target dates for achieving objectives:

This plan is aligned with the consolidated plans and professional development plans of the school/district.

Please sign below to acknowledge mutual agreement on growth plan target(s)

Evaluatee Signature

Date

Evaluator Signature

Date

End of Cycle – Plan Status (check one)

☐ Achieved (plan completed) ☐ Revised (plan will be revised next year) ☐ Continue (plan continued)

EVALUATEE REFLECTIONS/COMMENTS

EVALUATOR COMMENTS

After discussion and reflection, please sign below.

Evaluatee Signature

Date

Evaluator Signature

Date

Food Service Coordinator  
Formative Improvement Instrument

PERFORMANCE RESPONSIBILITIES:

1. Operates a program of cooperative purchasing among cafeterias for high volume items such as bread, milk, and canned goods.

2. Makes application for government surplus food for school cafeteria use, and directs its distribution and transfer.

3. Standardizes cafeteria accounting procedures in cooperation with the district's finance officer.

4. Arranges for audits of cafeteria accounts through approved auditors.

5. Makes all applications for federal subsidies.

6. Makes distribution of all federal funds to various school lunch and school milk programs.

7. Any other duties which the Board deem necessary and proper.

Evaluator

Comments:

Employee

Comments:

Signed

\_\_\_\_\_  
Evaluator

\_\_\_\_\_  
Employee

\_\_\_\_\_  
Date

Food Service Coordinator  
Summative Improvement Instrument

PERFORMANCE RESPONSIBILITIES:

1. Operates a program of cooperative purchasing among cafeterias for high volume items such as bread, milk, and canned goods.

2. Makes application for government surplus food for school cafeteria use, and directs its distribution and transfer.

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6. Makes distribution of all federal funds to various school lunch and school milk programs.

7. Any other duties which the Board deem necessary and proper.

Evaluator

Comments: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Employee

Comments: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Signed \_\_\_\_\_  
Evaluator Employee Date

Finance Officer  
Formative Performance Instrument

PERFORMANCE RESPONSIBILITIES:

1. Assumes responsibility for the receipt and expenditure of school district funds.  
\_\_\_\_\_
2. Assists the superintendent in preparing and implementing the school budget.  
\_\_\_\_\_
3. Provides monthly accounting of all income and expenditures.  
\_\_\_\_\_
4. Prepares all financial statements.  
\_\_\_\_\_
5. Reconciles all bank accounts maintained by the Board.  
\_\_\_\_\_
6. Maintains a continuous internal accounting system for all funds.  
\_\_\_\_\_
7. Maintains general revenue and appropriations ledgers on an encumbrance basis.  
\_\_\_\_\_
8. Submits claims for refunds on sales and fuel taxes.  
\_\_\_\_\_
9. Recommends new accounting methods as desirable and necessary.  
\_\_\_\_\_
10. Assists in the projection of revenue and expenditures, preparation of prospects for bond sales, management of short term investment portfolio.  
\_\_\_\_\_  
\_\_\_\_\_

Evaluator  
Comments:

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Employee  
Comments:

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Evaluator

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Employee

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Date

Finance Officer  
Summative Performance Instrument

PERFORMANCE RESPONSIBILITIES:

1. Assumes responsibility for the receipt and expenditure of school district funds.  
\_\_\_\_\_
2. Assists the superintendent in preparing and implementing the school budget.  
\_\_\_\_\_
3. Provides monthly accounting of all income and expenditures..  
\_\_\_\_\_
4. Prepares all financial statements.  
\_\_\_\_\_
5. Reconciles all bank accounts maintained by the Board.  
\_\_\_\_\_
6. Maintains a continuous internal accounting system for all funds.  
\_\_\_\_\_
7. Maintains general revenue and appropriations ledgers on an encumbrance basis.  
\_\_\_\_\_
8. Submits claims for refunds on sales and fuel taxes.  
\_\_\_\_\_
9. Recommends new accounting methods as desirable and necessary.  
\_\_\_\_\_
10. Assists in the projection of revenue and expenditures, preparation of prospects for bond sales, management of short term investment portfolio.  
\_\_\_\_\_  
\_\_\_\_\_

Evaluator  
Comments:

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Employee  
Comments:

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Evaluator

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Employee

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Date

EVALUATION PROGRAM  
AND  
PROCEDURES FOR THE EVALUATION OF THE  
SUPERINTENDENT  
OF THE  
WAYNE COUNTY SCHOOL SYSTEM

## EVALUATION PROCESS FOR THE SUPERINTENDENT

The evaluation process for the Superintendent is based on the following premise:

- The trust bond between the Superintendent and Board is high;
- Evaluation is not a "win-lose" process;
- Candor and openness are essential; and
- Evaluation is an opportunity for growth

The Evaluation Plan for the Superintendent has as its focus the cooperative identification of needs, doing something about them, and assessing the results.

### Evaluation Cycle and Timelines

- STEP I**      July – The Superintendent will present to the Board his written plan indicating how he plans to meet the agreed upon criteria contained in the evaluation plan. Objectives will be based upon the Board's Summative Evaluation of the Superintendent for the previous year and the Board's adopted goals for the upcoming school year. After discussion, and changes made as necessary, the objectives for the upcoming school year will be finalized.
- STEP II**      September – The Superintendent will present to the Board copies of individual building goals and objectives, as prepared by the building principal, which include their plans for meeting the agreed upon criteria.
- STEP III**      February – The Superintendent will present to the Board proposed school district goals for the next school year.
- STEP IV**      April – The Superintendent will complete and deliver to the Board the end-of-year written report summarizing his performance for the year based upon the agreed evaluation plan. The Superintendent will also furnish to the Board an end-of-the year summary of each building's goals and objectives as prepared by the principal.
- STEP V**      May – The Board will complete a formative assessment of the performance of the Superintendent using the a) written summarizing report furnished by the Superintendent, and b) the Evaluation Form.

The Board will, as a group by consensus, complete the Evaluation Form and determine the degree to which the Superintendent met the agreed upon goals and objectives for the year. This summative assessment of the performance of the Superintendent will be discussed with and presented to him.

In each step, the process happens at the regular Board meeting.

The evaluation cycle returns to Step I.

Title: Superintendent of Schools

**I. Basic Function**

As chief executive officer of the Board of Education, the superintendent is responsible for the effective operation of the school district and the educational system; for the general administration of all educational programs, projects, and services; for the general administration of all business operations, or other affairs of the school district, and for advising and making recommendations to the Board of Education with respect to these activities.

**II. Principal Activities**

Consistent with legal requirements and with high professional standards and within the limits of by-laws, regulations, and policies adopted by the Board of Education, the superintendent is responsible for, and has commensurate authority to accomplish the duties set forth below. He may delegate portions of his responsibilities, consistent with sound operations and authorized policies and procedures, together with proportionate authority for their fulfillment, but he may not delegate or relinquish any portion of his accountability for results.

1. Sees that the Board of Education is kept informed on the conditions of the district's educational system, assures effective communication between the Board and the staff of the school system; prepares the agenda for meetings of the Board.
2. Develops and recommends to the Board of Education the over-all objectives of the educational system; sees to the development of internal objectives which support the Board of Education's objectives.
3. Develops and recommends to the Board of Education long-range plans consistent with population trends, cultural needs, and appropriate use of district facilities, and sees to the development of long range plans which are consistent with established objectives.
4. Sees to the development of specific policies, procedures, and programs to implement the intents established by the Board of Education.
5. Sees to the execution of all decisions of the Board of Education except when execution is otherwise specifically assigned by the by-laws or by action.
6. Sees that sound plans of organization, educational programs and services are developed and maintained for the Board of Education.
7. Provides for the optimum of staff of the district. Sees that the district is staffed with competent people who are delegated authority commensurate with their responsibilities; and that appropriate in-service training is occurred.
8. Subject to affirmation by the Board of Education, authorizes the appointment of certified and non-certified personnel.
9. Subject to terminal approval by the Board of Education, authorizes the dismissal of non-certified personnel.
10. Sees to the development throughout the District of high standard of performance in educational achievement, use and development of personnel, public responsibility, and operating efficiency.

### *Position Guide*

11. Sees that effective relations with employee organizations are maintained.
12. Sees that the development, authorization, and maintenance of an appropriate budgetary procedure is properly administered, and its use is extended throughout the organization, and that the annual proposed budget is prepared and submitted to the Board of Education.
13. Sees that all funds, physical assets, and other property of the district are appropriately safeguarded and administered.
14. Establishes and maintains liaison with community groups which are interested or involved in the educational programs of our district.
15. Establishes and maintains liaison with other school districts, State Education Department, universities, and the U. S. Office of Education.

### **III. Primary Relationships**

#### **1. Board of Education**

- a. As the chief executive officer, he is accountable solely to the Board of Education for the administration of the educational system and for the proper interpretation and fulfillment of his functions, responsibilities and authority, and relationships.
- b. He attends all meetings of the Board of Education.
- c. He represents the district as the chief executive officer in dealings with other school systems, professional organizations, social institutions, business firms, agencies of government and the general public.
- d. He reports directly to the Board of Education, and as required, to all appropriate agencies of government.
- e. He acts as a reference agent for problems brought to the Board of Education.

#### **2. Central Office Staff**

- a. He directs the operations and activities of these administrators; sees that they effectively guide and coordinate the operations and activities of the educational system; secures their assistance in formulating the internal objectives, plan, and programs, and stands ready at all times to render them advice and support.
- b. He directly oversees the work of the assistant superintendent.

#### **3. School Principals**

- a. He has direct contact with these administrators.

#### **4. Other**

- a. He works with other Board of Education employees and advisors, including the auditor, architect, attorney, and consultants.

## Wayne County School System

## Interpretation Form

E-Exemplary  
S-Standard  
N-Needs Improvement  
U-Unsatisfactory  
N/R – Not Related

Name \_\_\_\_\_ Date \_\_\_\_\_

**1.0 RELATIONSHIP WITH BOARD OF EDUCATION**

- 1.1 Keeps the Board informed on issues, needs, and operations of the school system. E S N U N/R  
*\*Through monthly board meetings.*  
*\*Through correspondence.*  
*\*By providing pertinent information to board member prior to scheduled meeting.*  
*\*By being available for individual conferences at the request of board members.*
- 1.2 Offers professional advice to the Board on items requiring Board action. E S N U N/R
- 1.3 Interprets and executes the intend of Board policy. E S N U N/R  
*\*By memoranda and directives to staff.*  
*\*By providing in-service to designated staff member with similar responsibilities.*
- 1.4 Supports Board action to public and staff. E S N U N/R
- 1.5 Accepts responsibility for maintaining and liaison between the Board and personnel for maintaining and liaison between the Board and personnel. E S N U N/R  
*\*Works toward an understanding and respect between the Board and the staff.*
- 1.6 Supplies data and information to Board members upon request. E S N U N/R
- 1.7 Involves the Board in the budget planning process. E S N U N/R

**2.0 COMMUNITY RELATIONSHIPS**

- 2.1 Gives attention to problems of groups and individuals. E S N U N/R  
*\*Meets with individuals or groups to discuss problems.*  
*\*Seeks input from building administrators as it relates to community opinion and problems.*
- 2.2 Cooperates with news media. E S N U N/R  
*\*Conducts news conferences upon request.*  
*\*Supplies to news media information of community interest relative to educational programs in the district.*
- 2.3 Participates in community affairs. E S N U N/R  
*\*Speaks to civic clubs and other community organizations.*  
*\*Attends community meetings upon request to explain school program.*
- 2.4 Works effectively with public and private agencies. E S N U N/R

**3.0 STAFF AND PERSONNEL RELATIONSHIPS**

- 3.1 Develops sound personnel procedures. E S N U N/R  
*\*Supervises development of sound policies relative to organization of school system.*

|   |             |
|---|-------------|
| <i>*Establishes clear job descriptions and line/staff chain of command.</i> |             |
| 3.2 Develops staff morale.  | E S N U N/R |
| <i>*Recruits and assigns the best available personnel.</i>                  |             |
| <i>*Treats all persons fairly.</i>  |             |
| <i>*Insists on performance of duties.</i>                                   |             |
| 3.3 Delegates authority appropriately.                                      | E S N U N/R |
| <i>*Appropriate to the position each staff member holds.</i>                |             |
| 3.4 Involves staff in planning.   | E S N U N/R |
| 3.5 Takes active role in development of salary schedule for all personnel.  | E S N U N/R |

#### 4.0 EDUCATIONAL LEADERSHIP

|  |             |
|--|-------------|
| 4.1 Implements the district's philosophy of education.   | E S N U N/R |
| 4.2 Participates with staff and Board in curriculum development.   | E S N U N/R |
| <i>*Utilizes abilities and talent of entire professional staff and lay people of the community.</i>  |             |
| 4.3 Sees that the district is staffed with competent people who are delegated authority commensurate with their responsibilities.                                  | E S N U N/R |
| 4.4 Supervises a planned program of staff evaluation and improvement.  | E S N U N/R |
| 4.5 Inspires others to highest professional standards.   | E S N U N/R |
| 4.6 Demonstrates knowledge of school law.  | E S N U N/R |
| 4.7 Develops and recommends to the Board long-range plans consistent with population trends.   | E S N U N/R |
| 4.8 Works effectively with the Kentucky Department of Education and Southern Association of Colleges and Schools in accreditation activities.                      | E S N U N/R |
| 4.9 Works effectively with the University in the Teacher Training Program and other educational activities.  | E S N U N/R |
| 4.10 Meets with state elected leaders, as well as members and committees of the legislature, to convey Wayne County's education needs to offer solutions to needs. | E S N U N/R |
| 4.11 Sees that an appropriate energy savings plan is developed for the district.   | E S N U N/R |

#### 5.0 BUSINESS AND FINANCE

|   |             |
|---|-------------|
| 5.1 Keeps informed on needs of school program.                                      | E S N U N/R |
| <i>*Plant, facilities, equipment, and supplies.</i>                                 |             |
| 5.2 Supervises operations, insisting on competent, efficient operation.             | E S N U N/R |
| 5.3 Determines that funds are spent wisely.   | E S N U N/R |
| 5.4 Determines that adequate control and accounting are maintained.                 | E S N U N/R |
| 5.5 Evaluates financial needs and makes recommendations for financial expenditures. | E S N U N/R |

#### 6.0 PERSONAL QUALITIES

|  |             |
|--|-------------|
| 6.1 Defends principle and conviction in the face of pressure and partisan influence. | E S N U N/R |
| 6.2 Maintains honesty and integrity in all professional matters.                     | E S N U N/R |
| 6.3 Earns respect and standing among professional colleagues.                        | E S N U N/R |
| 6.4 Devotes time and energy to job.  | E S N U N/R |
| 6.5 Maintains high professional development.   | E S N U N/R |
| 6.6 Remains calm and exercises good judgment in crisis situations.                   | E S N U N/R |

#### 7.0 GENERAL KNOWLEDGE OF THE SCHOOL SYSTEM

- 7.1 Plans for an efficient and effective program of building maintenance. E S N U N/R
- 7.2 Possesses a working knowledge of maintenance and transportation necessary for an efficient operation. E S N U N/R
- \*Heating, cooling and transportation.*
- 7.3 Recognizes the importance of all phases to the overall operation of the system. E S N U N/R
- 7.4 Understands the influence that past and present local occurrences and issues and personalities outside the school system have upon the system. E S N U N/R
- 7.5 Has the necessary skills and knowledge to convey educational needs to local, state and national lawmakers. E S N U N/R
- 7.6 Understands the total process necessary for new construction. E S N U N/R
- \*Design of new buildings, costs of new buildings, physical construction of new buildings, financing through bond issues.*
- 7.6 Keeps current on growth projections in student enrollment and makes such reports to the Board as needed. E S N U N/R

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#### 8.0 COMMUNICATIONS WITH BOARD

- 8.1 The Superintendent furnished the Board a written plan as to how he plans to meet the agreed upon goals and objectives contained in the evaluation plan. E S N U N/R
- 8.2 An end-of-the-year written report was furnished the Board by the Superintendent summarizing his performance for the year based upon the agreed plan. E S N U N/R
- 8.3 The Superintendent provided the Board copies of individual building goals and objectives as prepared by building principals. E S N U N/R
- 8.4 The Superintendent furnished the Board an end-of-the-year summary of each building principal's goals and objectives as prepared by the Principal. E S N U N/R
- 

#### COMMENTS:

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\_\_\_\_\_  
 Evaluator Signature

I have seen this evaluation.

\_\_\_\_\_  
 Evaluatee Signature

*Any employee disagreeing with any evaluation or part thereof may have attached to the evaluation a written statement expressing disagreement.*

# KENTUCKY EDUCATION REFORM ACT SIX GOALS FOR PUBLIC EDUCATION

## Goal # 1: Application of Basic Communication and Math Skills

Basic Skills are defined as:

- |                                  |                                  |
|----------------------------------|----------------------------------|
| 1. Reading                       | 4. Math Skills                   |
| 2. Writing                       | 5. Computer Skills               |
| 3. Speaking and Listening Skills | 6. Processing Information Skills |

Emphasis is on the use of basic skills in real-life application.

## Goal # 2: Application of Core Concepts and Principles from Mathematics, the Sciences, the Arts and Humanities, Social Studies, Practical Living Studies and Vocational Studies

Students will be expected to:

1. Recognize the use or application of the concept or principle in a variety of real-life situations
2. Link the concept or principle to key concepts in different subject matter fields
3. Use the concept or principle to solve problems that have real-life applications

## Goal # 3: Becoming a Self-Sufficient Individual

1. Possess a positive academic self-concept
2. Maintains a healthy physical and mental lifestyle
3. Is adaptable and flexible
4. Is resourceful and creative
5. Demonstrates self-control and self-discipline
6. Makes decisions based on ethical values
7. Learns on his/her own

## Goal # 4: Becomes a Responsible Member of a Family, Work Group, or Community

1. Possesses interpersonal skills
2. Possesses productive team member skills
3. Displays consistent responsive and caring behavior
4. Recognizes rights and responsibilities
5. Maintains a multicultural/world view
6. Maintains an open mind to alternative perspectives

## Goal # 5: Thinking and Problem Solving

1. Identifies and formulates problems or develops problem statements
2. Identifies what is known and what needs to be known to address the problem
3. Locates and organizes information
4. Develops alternative solutions to the problem
5. Makes informed decisions in selecting a possible solution to the problem
6. Evaluates the solution

## Goal # 6: Connects and Integrates New Experiences and Knowledge

1. Makes historical connections using the new knowledge
2. Makes connections with basic knowledge
3. Identifies applications of the knowledge in the real world
4. Describes methods for advancing the knowledge or the field of knowledge in which the content belongs
5. Describes the contributions or potential contributions of the knowledge to society
6. Identifies personal relevance or potential personal relevance of the knowledge

## GOAL 1:

Students are able to use basic communication and mathematics skills for purposes and situations they will encounter throughout their lives.

- 1.1 Students use reference tools such as dictionaries, almanacs, encyclopedias, and computer reference programs and research tools such as interviews and surveys to find the information they need to meet specific demands, explore interests, or solve specific problems.
- 1.2 Students make sense of the variety of materials they read.
- 1.3 Students make sense of the various things they observe.
- 1.4 Students make sense of the various messages to which they listen.
- 1.5-1.9 Students use mathematical ideas and procedures to communicate, reason, and solve problems.
- 1.10 Students organize information through development and use of classification rules and systems.
- 1.11 Students write using appropriate forms, conventions, and styles to communicate ideas and information to different audiences for different purposes.
- 1.12 Students speak using appropriate forms, conventions, and styles to communicate ideas and information to different audiences for different purposes.
- 1.13 Students make sense of ideas and communicate ideas with the visual arts.
- 1.14 Students make sense of ideas and communicate ideas with music.
- 1.15 Students make sense of and communicate ideas with movement.
- 1.16 Students use computers and other kinds of technology to collect, organize, and communicate information and ideas.

## GOAL 2:

Students shall develop their abilities to apply core concepts and principles from mathematics, the sciences, the arts, the humanities, social studies, practical living studies, and vocational studies to what they will encounter throughout their lives.

### SCIENCE

- 2.1 Students understand scientific ways of thinking and working and use those methods to solve real-life problems.
- 2.2 Students identify, analyze, and use patterns such as cycles and trends to understand past and present events and predict possible future events.
- 2.3 Students identify and analyze systems and the ways their components work together or affect each other.
- 2.4 Students use the concept of scale and scientific models to explain the organization and functioning of living and nonliving things and predict other characteristics that might be observed.
- 2.5 Students understand that under certain conditions nature tends to remain the same or move toward a balance.
- 2.6 Students understand how living and nonliving things change over time and the factors that influence the changes.

### MATHEMATICS

- 2.7 Students understand number concepts and use numbers appropriately and accurately.
- 2.8 Students understand various mathematical procedures and use them appropriately and accurately.
- 2.9 Students understand space and dimensionality concepts and use them appropriately and accurately.
- 2.10 Students understand measurement concepts and use measurements appropriately and accurately.
- 2.11 Students understand mathematical change concepts and use them appropriately and accurately.
- 2.12 Students understand mathematical structure concepts including the properties and logic of various mathematical systems.
- 2.13 Students understand and appropriately use statistics and probability.

### SOCIAL STUDIES

- 2.14 Students understand the democratic principles of justice, equality, responsibility, and freedom and apply them to real-life situations.
- 2.15 Students can accurately describe various forms of government and analyze issues that relate to the rights and responsibilities of citizens in a democracy.
- 2.16 Students observe, analyze, and interpret human behaviors, social groupings, and institutions to better understand people and the relationships among individuals and among groups.
- 2.17 Students interact effectively and work cooperatively with the many ethnic and cultural groups of our nation and world.
- 2.18 Students understand economic principles and are able to make economic decisions that have consequences in daily living.
- 2.19 Students recognize and understand the relationship between people and geography and apply their knowledge in real-life situations.
- 2.20 Students understand, analyze, and interpret historical events, conditions, trends, and issues to develop historical perspective.
- 2.21 (Incorporated into 2.16)

## ARTS AND HUMANITIES

- 2.22 Students create works of art and make presentations to convey a point of view.
- 2.23 Students analyze their own and others' artistic products and performances using accepted standards.
- 2.24 Students have knowledge of major works of art, music, and literature and appreciate creativity and the contributions of the arts and humanities.
- 2.25 In the products they make and the performances they present, students show that they understand how time, place, and society influence the arts and humanities such as languages, literature, and history.
- 2.26 Through the arts and humanities, students recognize that although people are different, they share some common experiences and attitudes.
- 2.27 Students recognize and understand the similarities and differences among languages.
- 2.28 Students understand and communicate in a second language.

## PRACTICAL LIVING

- 2.29 Students demonstrate skills that promote individual well-being and healthy family relationships.
- 2.30 Students evaluate consumer products and services and make effective consumer decisions.
- 2.31 Students demonstrate the knowledge and skills they need to remain physically healthy and to accept responsibility for their own physical well-being.
- 2.32 Students demonstrate strategies for becoming and remaining mentally and emotionally healthy.
- 2.33 Students demonstrate the skills to evaluate and use services and resources available in their community.
- 2.34 Students perform physical movement skills effectively in a variety of settings.
- 2.35 Students demonstrate knowledge and skills that promote physical activity and involvement in physical activity throughout their lives.

## VOCATIONAL STUDIES

- 2.36 Students use strategies for choosing and preparing for a career.
- 2.37 Students demonstrate skills and work habits that lead to success in future schooling and work.
- 2.38 Students demonstrate skills such as interviewing, writing resumes, and completing applications that are needed to be accepted into college or other postsecondary training or to get a job.

## GOAL 3: \*

Students shall develop their abilities to become self-sufficient individuals.

## GOAL 4: \*

Students shall develop their abilities to become responsible members of a family, work group, or community, including demonstrating effectiveness in community service.

## GOAL 5:

Students shall develop their abilities to think and solve problems in school situations and in a variety of situations they will encounter in life.

- 5.1 Students use critical thinking skills such as analyzing, prioritizing, categorizing, evaluating, and comparing to solve a variety of problems in real-life situations.
- 5.2 Students use creative thinking skills to develop or invent novel, constructive ideas or products.
- 5.3 Students organize information to develop or change their understanding of a concept.
- 5.4 Students use a decision-making process to make informed decisions among options.
- 5.5 Students use problem-solving processes to develop solutions to relatively complex problems.

## GOAL 6:

Students shall develop their abilities to connect and integrate experiences and new knowledge from all subject matter fields with what they have previously learned and build on past learning experiences to acquire new information through various media sources.

- 6.1 Students connect knowledge and experiences from different subject areas.
- 6.2 Students use what they already know to acquire new knowledge, develop new skills, or interpret new experiences.
- 6.3 Students expand their understanding of existing knowledge, by making connections with new knowledge, skills, and experiences.

\*Note: Goals 3 and 4 are included in Kentucky statute as learning goals, but they are not included in the state's academic assessment program.

## CORRELATED TEACHER PERFORMANCE STANDARDS

### STANDARD 1: DEMONSTRATES A READINESS TO TEACH

1. Selects appropriate learner outcome(s)
2. Prepares and makes available appropriate materials and media in a timely way
3. Selects appropriate activities/learning experiences
4. Makes plans to accommodate the various learning styles and intelligences of children using media, models, displays, activities, etc.
5. Arranges facility to accommodate activities and experiences
6. Has a weekly plan describing activities, schedule, etc.
7. Uses time effectively
8. Shows smooth transition between activities

### STANDARD 2: TEACHES SO THAT ALL STUDENTS CAN DEMONSTRATE SUCCESS

1. Provides learning experiences on the basis of what the student needs
2. Uses performance assessment techniques
3. Provides multiple learning experiences
4. Considers the developmental stage of each student
5. Teaches to the various learning styles and intelligences of students
6. Allows student to make up incomplete work
7. Does not advance or delay students in a series of learning experiences due to the progress of other students
8. Provides for students helping students
9. Matches performance assessment with developmental stage of each student
10. Provides students specific feedback
11. Reports the progress of students from performance assessment results rather than pass-fail results

### STANDARD 3: DEMONSTRATES A PROFICIENTLY MANAGED CLASSROOM

1. Sets, teaches, and displays classroom rules
2. Arranges classroom to support learner outcome activities
3. Avoids physical barriers between teacher and students
4. Provides a system for whole group, small group, and individual student instruction
5. Provides for a safe and orderly environment
6. Uses classroom procedures that are clear and easily managed
7. Uses classroom procedures that permits independent and interdependent learning
8. Promotes student self-direction
9. Maintains a noise level that is business-like and non-disruptive
10. Has materials, games, experiments, center activities, etc., easily accessible to students
11. Teacher time is used wisely
12. Students are on task (learning task).
13. Sees that students make sound decisions about the use of their time

### STANDARD 4: DEMONSTRATES PROFICIENCY IN MANAGING STUDENT BEHAVIORS

1. Establishes and clearly communicates standards for student behaviors
2. Reinforces acceptable student behaviors
3. Uses appropriate consequences for altering unacceptable student behaviors

4. Monitors student behaviors
5. Holds each student accountable for his/her behaviors
6. Creates a climate in which students display initiative and assume a personal responsibility for learning and conduct
7. Demonstrates fairness and consistency in enforcing behavioral standards
8. Manages disruptive behavior constructively while maintaining instructional momentum

**STANDARD 5: INTEGRATES THE CURRICULUM SO THAT STUDENTS CAN MAKE CONNECTIONS BETWEEN KNOWLEDGE AND EXPERIENCES**

1. Designs and implements themes of interest to students
2. Provides activities that integrate outcomes from across the curriculum
3. Provides activities that show the relationship among learner outcomes
4. Relates learning experiences to "real-life" situations
5. Uses projects, manipulatives, and simulations to provide "real life" experiences
6. Provides for critical differences of students in curriculum and instruction planning and implementation
7. Relates thematic teaching experiences to the academic expectations
8. Uses student performance assessment techniques to measure learner outcomes
9. Has learner outcomes as the primary focus of integrated experiences
10. Provides students an opportunity as the primary focus of integrated experiences
11. Demonstrates sound curriculum and instruction planning

**STANDARD 6: TEACHES THE SKILLS NECESSARY FOR STUDENTS TO BECOME PRODUCTIVE MEMBERS OF VARIOUS GROUPS**

1. Provides cooperative learning experiences
2. Provides all students opportunities to be leaders
3. Teaches the social skills needed for interdependence to work effectively
4. Provides multi-cultural experiences
5. Teaches communication skills: listening, taking turns, respect of views, etc.
6. Incorporates leadership and group skills into thematic teaching and other experiences

**STANDARD 7: TEACHES ALL STUDENTS TO THINK AT ALL LEVELS OF COGNITION AND TO BE PROBLEM SOLVERS**

1. Asks questions at all levels of Bloom's Taxonomy
2. Assigns tasks for students to perform that require high levels of thinking
3. Provides students opportunities to write creatively and critically
4. Provides students opportunities to problem-solve
5. Provide students opportunities to think critically and creatively
6. Teaches students to analyze their own thinking (meta-cognition)
7. Assesses all students ability to think creatively and critically and to problem solve
8. Incorporates higher levels of thinking into thematic teaching activities

**STANDARD 8: USES A VARIETY OF EFFECTIVE TEACHING TECHNIQUES, EQUIPMENT, MEDIA, AND MATERIALS**

1. Uses cooperative learning strategies
2. Provides multi-activities (learning centers, small and large group instruction, cooperative learning, and projects)
3. Selects teaching techniques that match the readiness of students to learn
4. Uses manipulatives and simulations

5. Provides for independent and interdependent learning
6. Maintains a schedule that supports multi-activities and helps assure that all students will experience success
7. Uses a variety of questioning techniques (signal, sample, redirection, individual or private response, promoting, clarification refocusing, and pauses after asking questions)
8. Demonstrates knowledge about technology in the classroom
9. Incorporates use of technology into instructional plans
10. Interfaces instructional technology to individualize the instructional program
11. Uses technology to diagnose, drill, practice, monitor and report student progress
12. Uses multi-media that is appropriate to the learner outcome and the activity

#### STANDARD 9: USES TEACHING STRATEGIES THAT INCREASE STUDENT MOTIVATION

1. Provides all students successful experiences
2. Demonstrates high expectations
3. Maintains a productive level of concern (accountability and high expectations)
4. Communicates good feeling tone
5. Promotes interest through personalizing instruction and novelty
6. Provides students successful experience
7. Provides knowledge of results that are meaningful and timely
8. Provides specific feedback
9. Demonstrates a caring attitude

#### STANDARD 10: USES AUTHENTIC ASSESSMENT TECHNIQUES

1. Conducts conferences with parents
2. Conducts conferences with students
3. Maintains a portfolio on each student
4. Uses NAEP-like assessment procedures for written assessments
5. Uses task/events to assess student progress
6. Maintains a good balance of all authentic assessment processes

#### STANDARD 11: REPORTS TO PARENTS ON THE BASIS OF THE RESULTS OF STUDENT PROGRESS ASSESSMENT

1. Uses narrative method of reporting student progress
2. Shows actual outcomes met by student
3. Reports continuous progress of individual students
4. Uses items from portfolio as evidence of student progress
5. Conferences with parents
6. Reports so that students are not compared to other students

#### STANDARD 12: COLLABORATES WITH OTHER TEACHERS AND STAFF

1. Plans cooperatively with other teachers when time is provided
2. Shares instructional materials and media
3. Assists other teachers to plan themes
4. Develops learning centers and projects to be shared with other teachers
5. Teaches cooperatively with other teachers
6. Assist with program evaluation and student assessment
7. Provides feedback to team members
8. Makes a significant contribution to the efforts of the team

Appendix D  
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Library Media Centers: On-line With KERA

**CRITICAL ATTRIBUTES OF SCHOOL LIBRARY MEDIA CENTERS**

**ACCESSIBILITY**

Flexible schedule

Open facility throughout the school day and extended school hours for all student and school personnel

Accessible location and spacious facility to accommodate at least two classes

Use of the library media center by all students including preschool, disabled and exceptional children

Adequate professional and clerical/technical staff

**ON-GOING PLANNING**

Written goals and objectives that correlate with district and school goals

Plan of action that includes budget, collection, development and curriculum integration

Library media advisory committee

Collaboration with teachers

Partnerships with parents

Student input

Involvement in school technology planning

Evaluation of the library media center using state, regional and/or national guidelines

Needs assessment with surveys, statistics, evaluation

Involvement in curriculum development with the community

Collaborative planning with school district, public and academic libraries

**INSTRUCTIONAL SUPPORT FOR SCHOOL STAFF**

Provision of accurate and current resources and information to support the curriculum

Provision of a variety of up-to-date technologies

Facilities and equipment for production of instructional materials

Access to information through interlibrary loan and telecommunications

Integration of information skills into the curriculum

Use of library materials and research in performance assessment

Effective communication with teachers

Provision of coordination of professional development

**INSTRUCTIONAL SUPPORT FOR STUDENTS**

Faster access to current information in a variety of formats

Development of proficiency in information access and production

A positive learning environment conducive to self-directed activities and critical thinking

Motivational activities to promote reading and the use of the library media center

Technology for information access and production of student materials